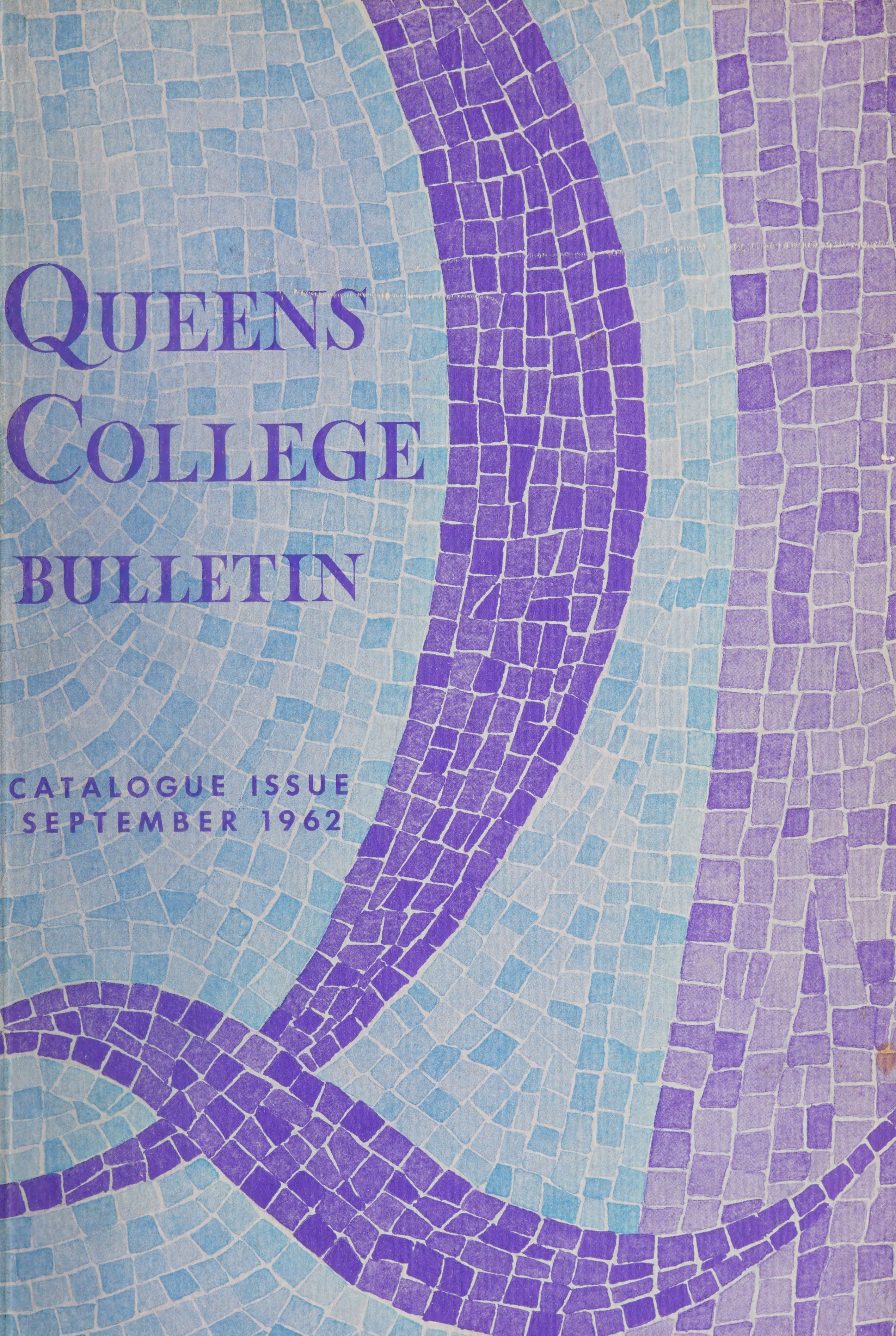

QUEENS COLLEGE BULLETIN

CATALOGUE ISSUE
SEPTEMBER 1962

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CATALOGUE
WITH
ANNOUNCEMENTS

September 1962

QUEENS COLLEGE BULLETIN
CHARLOTTE, NORTH CAROLINA

Visits to the Campus

Visitors to the campus of Queens College are welcomed. They can be better served during their visits if appointments are made in advance, but that is not essential.

Offices of the college are open Monday through Friday from 9:00 a.m. to 4:30 p.m. Appointments for other hours may be arranged.

Address Correspondence

For information concerning:

Procedure for Admission
Requirements for Admission
Scholarships and Financial Aid for Entering Students
To
THE OFFICE OF ADMISSIONS

Educational Program
Scholarships for Returning Students
Loans
Transcripts
To
THE OFFICE OF DEAN OF THE COLLEGE

Accounts
Methods of Payment
Other Financial Matters
To
THE OFFICE OF THE TREASURER

Rooms in Residence Halls
Student Life
To
THE OFFICE OF DEAN OF STUDENTS

QUEENS
COLLEGE

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College Calendar for 1962-1963

1962 REGULAR SESSION

September 12	Wednesday	Residence halls open to freshmen and transfers 6:00 p.m. Orientation program begins
September 18	Tuesday	8:30 a.m.-12:30 p.m. Registration—freshmen and transfers 1:30-5:30 p.m. Registration—returning students
September 19	Wednesday	Classes begin
November 9	Friday	Mid-point of first semester
November 21	Wednesday	1:15 p.m. Thanksgiving recess begins
November 26	Monday	8:00 a.m. Thanksgiving recess ends
December 18	Tuesday	1:15 p.m. Christmas recess begins

1963

January 3	Thursday	8:00 a.m. Christmas recess ends
January 19	Saturday	First semester examinations begin
January 26	Saturday	End of first semester
January 29	Tuesday	1:30 p.m. Registration for second semester
January 30	Wednesday	Classes begin
March 22	Friday	Mid-point of second semester
April 9	Tuesday	1:15 p.m. Spring recess begins
April 16	Tuesday	8:00 a.m. Spring recess ends
May 8	Wednesday	1:30 p.m. Pre-registration for 1963-1964
May 25	Saturday	Second semester examinations begin
May 26	Sunday	Baccalaureate Service
May 31	Friday	End of second semester
June 2	Sunday	Commencement Convocation

SUMMER SESSION

June 6-8	Thursday-Saturday	Registration for summer session
June 10	Monday	Classes begin
July 19	Friday	End of six-week summer session
August 2	Friday	End of eight-week summer session

1963 REGULAR SESSION

September 11	Wednesday	Residence halls open for freshmen and transfers 6:00 p.m. Orientation program begins
September 17	Tuesday	8:00 a.m.-12:30 p.m. Registration—freshmen and transfers 1:30-5:00 p.m. Registration—returning students
September 18	Wednesday	Classes begin
November 15	Friday	Mid-point of first semester
November 27	Wednesday	1:15 p.m. Thanksgiving recess begins
December 2	Monday	8:00 a.m. Thanksgiving recess ends
December 20	Friday	1:15 p.m. Christmas recess begins

1964

January 6	Monday	8:00 a.m. Christmas recess ends
January 18	Saturday	First semester examinations begin
January 25	Saturday	First semester ends
January 28	Tuesday	1:30-5:00 p.m. Registration for second semester
January 29	Wednesday	Classes begin for second semester
March 20	Friday	Mid-point of second semester
March 26	Thursday	1:15 p.m. Spring recess begins
April 1	Wednesday	8:00 a.m. Spring recess ends
May 6	Wednesday	1:30-5:00 p.m. Pre-registration for 1964-1965
May 23	Saturday	Second semester examinations begin
May 24	Sunday	Baccalaureate Service
May 30	Saturday	Second semester ends
May 31	Sunday	Commencement Convocation

In Brief . . .

Queens is a four-year liberal arts college for women. It is affiliated with the Presbyterian Church in the United States through the synods of North Carolina and South Carolina. It was founded in 1857.

STANDING The college is accredited by the Southern Association of Colleges and Schools and is approved by the American Association of University Women. It is a member of the American Association of Colleges, the American Council on Education, the National Commission on Accrediting, the College Entrance Examination Board, the College Scholarship Service, and the National Association of Schools of Music.

LOCATION The Queens campus is in the Myers Park residential section of Charlotte. The city is the largest in the two Carolinas and is the center of a metropolitan area with a population of 2,200,000. The community affords a quality and range of cultural organizations and activities and of business institutions which are important adjuncts to the educational facilities of the college. Among these are lectures; exhibits at the Mint Museum of Art; Little Theatre plays; and programs offered by the Community Concert Association, the Opera Association, Charlotte Symphony Orchestra, Charlotte Chamber Music Society, and the Oratorio Singers. Other attractions are offered at the city coliseum and auditorium.

SIZE The average enrollment of Queens is 600 students. The college has developed in its counseling program, in its curriculum, in its methods of teaching, in its attention to the personal development of students, and in its social life those values and qualities which denote the small college.

PROGRAM Queens offers the bachelor of arts, bachelor of science, and bachelor of music degrees At the end of the sophomore year students select an area of major emphasis from the fields of art, Bible, biology, chemistry, economics, foreign languages and literatures, French, history, literature and English composition, mathematics, music, philosophy, psychology, religion, sociology, Spanish, and nursing. Students desiring to teach can qualify for an elementary or secondary certificate. Secretarial training can be obtained through elective courses. A program of academic counseling is provided under which each student is assigned to a faculty advisor. With the advice and help of this advisor the student selects courses which will best meet her needs for a basic liberal education, chooses proper sequences in a major field, and pursues her special interests and abilities.

TEACHING The Group Tutorial is the name chosen to designate a method and a set of teaching principles which are in process of development at Queens and seem peculiarly fitted to the needs and the opportunities of the small college. The basic idea is that teaching is not something that is *done for* the student nor something *done to* the student. Effective teaching is the guidance of the process of learning. The chief responsibility rests on the student. Stress is placed on individual endeavor; the student is guided to do creative work. It is assumed that standards of self-evaluation are more important than the grading process.

STUDENTS The most important qualities of any student body are intangible. They are reflected in attitudes, characteristic behavior, and in those things which are spontaneously expected, approved, or disapproved. These are the qualities that determine what happens to a student who lives for four years as a member of the group. These qualities become tangible in student self-government, the honor system, and social events.

Queens prides itself on its student body's diversity in church affiliation, in family income, in geographical distribution, and in academic ability and interests. Two-thirds of the students live on the campus; the others have their homes in or near Charlotte. Those living on the campus come from many states and several foreign countries.

With an active emphasis on the academic life in a vital, informed Christian context Queens students also have a well-balanced social life. There are national sororities, dances and other social events, intramural activities, and a healthy co-educational social life made possible by joint planning with Davidson College which is located 20 miles from Charlotte.

FACULTY The principal emphases in the selection of the faculty are competence in scholarship, outstanding teaching ability, and the kind of personality and character which makes an important difference in the educational result.

STUDENT SELECTION All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. Each application is reviewed by the Committee on Admissions; and attention is given to the high school record, test results, and personal recommendations and evaluations of character, personality, and ability. The aim of the college is to select those students who can profit by its program. It is anxious to maintain a well-balanced group covering the normal range of ability.

COST The general fee for resident students for board, room, tuition, and health service is $1850; for commuting students, $800. These fees cover all costs except personal expenses, books, special fees, and the student activity fee.

FINANCIAL AID Endowed scholarships provide assistance ranging from $100 to $1450 per year. Academic ability and financial need are the factors determining the recipients of these awards.

Loan funds are available for students under generous terms of repayment and interest rates.

PLACEMENT There is a placement office to serve the graduates of Queens. Those students who do not marry immediately after graduation find no difficulty in obtaining positions as teachers, chemists, social workers, secretaries, etc. The liberal arts curriculum and the program for personal growth and development produce graduates with the kind of education now being sought by discriminating employers.

Aims of Queens College

Queens is a small, Christian liberal arts college for women. This fact is the basis for its aims.

The central purpose is to see that the graduates of Queens College are liberally educated persons. Liberal education means the kind of disciplined mind that has acquired skills in thinking. It means open-minded seeking for fact, judgment as to truth or falsity, and judgment of value on the basis of evidence. It means acquaintance with the basic fields of knowledge in terms of initial studies in each of the fields. These studies should provide an understanding of vocabularies and methods requisite for further study. It means a developed capacity to respond with interest and some understanding to a wide range of personal, social, esthetic, and religious values. This kind of liberal education cannot be obtained through attention to subject matter alone; consequently, there is more than an emphasis upon the liberal arts. Liberal education results from a quality and a combination of subject matter, faculty, teaching, students, and the composite life of the college community. It is the aim of the college to be selective as to the quality of each of these elements and so to combine them as to secure liberal education in each of its graduates.

The aim of the college is to be healthfully Christian. The attitudes and religious loyalties of the students and faculty are important. Christian emphasis manifests itself in the acceptance of responsibility, a sense of vocation, consideration of others, and loyalty to the church. The emphasis is on the substance of Christian growth. It is not on an impoverishing regulation of behavior or the intemperate parading of religious claims and expressions.

As a college small by intent, Queens purposes to accomplish some of those things which can be done only in a small college. Its aim is that each student shall be known by name, face, and personality by other students and by members of the faculty. The concern for the individuality of each student should be manifest in a difference as to method and quality of teaching and in the personal and social development of the student.

As a woman's college, Queens endeavors to meet the educational needs that are peculiar to women. Among these needs are preparation for economic independence, responsibilities in the family, moral and religious responsibilities, and responsibilities in the community and in political life.

It is the further aim of the college to provide an environment of student life which will contribute to the educational purposes of the college and to the growth and happiness of each student. Such an environment includes elements of social life and patterns of student government. It also includes the kind of attitudes that prevail on campus. If these aims are accomplished, the most important result of a college education will come from the experience of living for four years as a member of the student body of Queens College.

Notes on History

The year 1857 is used as the founding date of the college for the reason that the history of the institution is continuous from that date to the present, though its origins are much earlier. During the past 100 years the college has carried four names. From 1857 to 1891 it was known as the Charlotte Female Institute located on North College Street at East Ninth. From 1891 to 1896 it was known as the Seminary for Girls. This was during the administration of Miss Lily Long. In 1896 the institution was affiliated with the Presbyterian Church in the United States and from that date to 1912 was known as the Presbyterian College for Women.

The change of name in 1912 to Queens College, when plans were made to move the college to the present location, was actually the resumption of the name that has belonged to the institution since 1771. With a gap of about nine years the history is continuous from 1771 to date. In that year the colonists in this region applied for a charter for Queens College. Due to the theories of church government centered in the assembly and representative government derived from the Calvin-Knox and Scotch-Irish traditions, the crown doubted the political wisdom of granting a charter to an institution that would perpetuate these ideals; so, the charter was refused. The name of the proposed college was changed to Queens Museum, and under that odd title the institution was chartered in 1773. It continued under that name until 1777 when, in the midst of the war there being no great affection for the crown, the name was changed to Liberty Hall Academy. Beginning in 1784 and continuing for 35 years the history is sketchy, but in 1821 the institution was incorporated as the Male and Female Academy Corporation. This corporation operated the Liberty Male Academy and the Charlotte Female Academy.

The location of the Queens College-Queens Museum-Liberty Hall succession of institutions was on South Tryon and Third Streets. Embedded in the sidewalk on the southeast corner of that intersection there is a bronze marker commemorating this first location of the college. In 1821 the institution was moved to 913 South Tryon Street. Then in 1857 it was moved to the North College Street location. In 1914 the college was moved to the present location in the Myers Park residential section.

Chicora College was merged into Queens in 1930. This institution had a long history of distinguished service as a woman's college of the Presbyterian Church in South Carolina. Among its alumnae are those who were graduated while the college was located in Greenville and later in Columbia, S. C.

The changing courses of study, faculties, students, names, boards of trustees, and affiliated church bodies have contributed to the central purpose of Christian higher education for women which is the heart of the Queens tradition.

Presidents of Queens College

1857-1872—Robert Burwell
1872-1875—Robert Hett Chapman
1875-1878—Stephen Taylor Martin
1878-1891—William Robert Atkinson
1891-1899—Lily W. Long
1899-1911—James R. Bridges
1911-1916—John Livy Caldwell
1916-1917—James R. Bridges, Acting
1917-1918—Henry Clay Evans
1918-1921—William Anderson, Acting
1921-1939—William Henry Frazer
1939-1950—Hunter Bryson Blakely
1950-1951—McAlister Carson, Acting
1951-1953—Charlton Coney Jernigan
1953-1954—Herschel Hill Everett, Acting
1954- —Edwin Ruthven Walker

Admission to the College

Queens desires to select for its student body those applicants who seem particularly fitted for college work and for the type of programs this college offers. Each application is reviewed by the Admissions Committee. The committee will consider:

Quality of college preparatory work
Standing on tests
Recommendations of officials acquainted with the applicant
Student's objectives
Student's character and personality

PREPARATION FOR ENTRANCE

The student considering Queens as the college of her choice should—early in her secondary school years—write to the Office of Admissions for descriptive literature. She should familiarize herself with the total program of the college. She should discuss her goals with her high school counselor and plan a program that will assure her of eligibility for admission.

An applicant for admission is expected to have a secondary school diploma representing at least 16 units of study. Of the total units presented, 12 must be in college preparatory subjects including four in English. The following chart represents the desirable distribution of units submitted for admission.

	English	History	Laboratory Science	Mathematics	Language	Electives
Units	4	2	1 or 2	2 or 3	2 of 1	4

Exceptions to the recommended distribution are approved occasionally by the Admissions Committee.

All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board, preferably in December or January prior to applying for admission. In certain instances the college also requires some candidates to submit the scores of the English Achievement Test of the College Entrance Examination Board. No other test scores are required, but may be useful in college counseling.

The following dates have been selected for the administering of these tests:

December 1, 1962	SAT, Achievement Tests, Writing Sample
January 12, 1963	SAT, Achievement Tests, Writing Sample
March 2, 1963	SAT, Achievement Tests, Writing Sample
May 18, 1963	SAT, Achievement Tests, Writing Sample
August 14, 1963	SAT, Achievement Tests, Writing Sample

The applicant should register for the examination approximately one month before the test date.

For further information concerning these tests the student should consult her high school counselor or write to the College Entrance Examination Board, Box 592, Princeton, New Jersey.

The student and her parents are encouraged to visit the campus at any time, except Sundays. She may wish to make an appointment with the director of admissions or a member of the college admissions staff in advance of her visit.

Admissions counselors visit many high schools during the fall and winter months. If possible, the interested student should arrange, through her high school counselor, to discuss her college plans with the Queens admissions counselor. Selected alumnae in a number of cities are also available for conferences with students and their parents; their names and addresses may be found on page 88 of this catalogue.

ENTRANCE PROCEDURES

1. The student should request an application form from the Office of Admissions or use the form in the back of this catalogue. She should complete this form and mail it with the $10 fee to the Office of Admissions. Since dormitory as well as classroom space is limited, she should file her application no later than February 15 of the year of expected entrance. A student desiring financial aid should apply for a scholarship or loan at the same time that she makes application for admission. Further details regarding these may be found on pages 76-82 of this catalogue.
2. Upon receipt of the application, the Admissions Office will send the candidate a personal data form and an honor pledge form. These should be completed and returned immediately.
3. The applicant should request the College Entrance Examination Board to send a copy of all her test results to Queens College.
4. The college will write for a transcript of secondary school credits and for recommendations. The student wishing to transfer from another college must request that a complete transcript of her college work be sent to Queens.
5. The Admissions Committee will act upon the application after the following items have been received and reviewed: the personal data form, the high school transcript (including recommendations), the College Entrance Examination Board test scores, the first semester grades for the senior year, and the signed honor pledge. The candidate will be notified of the committee's decision soon afterwards.
6. Acceptance for admission is made with the reservation that the applicant maintain a satisfactory standard of academic work and citizenship through the completion of the school year. Admission is also contingent upon the receipt of a satisfactory health report later in the year.
7. The health forms will be sent as soon as the candidate has been approved for admission. These forms should be filled out properly by a physician and must be returned to the college before July 15 of the year of entrance.
8. Following notification of acceptance the student must make an initial payment of $100 ($35 for a commuting student) in order to reserve her place in the entering class. This payment should be made as soon as possible; the final date is May 1. This payment is non-refundable and will be credited to the total fees for the year.

9. The applicant is urged to report to the college promptly any change of address, transfer to another secondary school, or intention to withdraw her application.
10. After the student has been accepted, detailed information will be sent during the summer prior to entrance concerning rooms, the orientation program, date to arrive on the campus, etc. The student will also receive material from her upper-class student advisor. Attendance at the orientation program is required of all new students and transfers.

TRANSFERS FROM OTHER COLLEGES

Applicants must have a good scholastic record in the college from which they wish to transfer and must present transcripts of all college work done, units of credit earned in secondary school, and a statement of honorable dismissal from the colleges attended. Credit will be transferred on those courses on which the student has made a grade of C or higher. A maximum of 66 semester hours from a junior college will be accepted.

The procedure for applying is the same as that outlined above for new students, including the submission of Scholastic Aptitude Test scores.

RE-ADMISSION OF FORMER STUDENTS

A student who has withdrawn in good standing and who subsequently wishes to return to the college must apply for re-admission. To do so she should write a letter to the dean of the college stating her reasons for wishing to return. She must have sent to the college transcripts of all work undertaken at other institutions. Upon receipt of these materials the Committee on Admissions will act upon her request. If she is admitted she will be required to make the initial payment within 30 days. This payment—$100 for resident and $35 for commuting students—is non-refundable and will be credited to the total fees for the year. She will be sent a health form to be completed by her physician and returned to the college before she may register.

NON-DEGREE AND PART-TIME STUDENTS

Each year the college admits a limited number of commuting students who are not candidates for a degree. In general, these students must meet the usual admission requirements. For specific details the applicant should get in contact with the director of admissions.

The student who desires to attend the college on a part-time basis should first discuss the matter with the director of the Department of Adult Education. Rarely are part-time students admitted for the regular session.

EVERETT L

Academic Program

The Curriculum

Queens College offers programs leading to three degrees:

> The *bachelor of arts* with concentrations in art, Bible, biology, chemistry, economics, foreign languages and literatures, French, history, literature and English composition, mathematics, music, philosophy, psychology, religion, sociology, or Spanish. Through elective courses the student can also qualify for elementary or secondary teacher certification or can receive secretarial training.
>
> The *bachelor of science* in nursing.
>
> The *bachelor of music* in applied music (piano, organ, strings or voice), general music education (for teacher certification), or instrumental music education (for teacher certification).

The minimum requirement for graduation is 120 semester hours with 120 quality points and a specified program of activity hours. The requirement is: a minimum of 120 semester hours with a cumulative quality point average of at least 1.0 and a specified program of activity hours. At least 42 semester hours shall be of 300 level or higher courses. Even though the college makes every effort to counsel the student in planning a program and selecting courses of study, the student is finally responsible for fulfilling all requirements for a degree. Every degree candidate must complete two semesters at Queens as a regular student. She must also complete the last 30 hours of her academic program at the college.

The educational program which leads to these degrees is composed of four interrelated parts: I. A program of basic requirements; II. A field of concentration; III. A program of elective hours; and IV. A program of activity hours.

I. BASIC REQUIREMENTS

This requirement, totaling 53 semester hours, represents a range of study deemed necessary to provide the breadth of outlook essential in a liberally educated person. The requirement is the same for all students regardless of the degree program being followed—bachelor of arts, bachelor of science, or bachelor of music. Most of these courses will be completed during the first two years as a basis for further study; however, some of them may be continued into the junior and senior years.

Group 1	Semester Hours
English Composition	6
Bible	6
Group 2	
Selected from any of the following fields of study: biology, chemistry, mathematics, physics	11
Group 3	
Selected from at least three of the following fields of study: economics, history and political science, psychology, sociology	12

Group 4

Selected from at least four of the following fields of study: art, foreign language, literature, music, philosophy	18
Total	53

II. FIELD OF CONCENTRATION (Major Program)

Bachelor of Arts

This degree offers concentration in:

Art
Bible
Biology
Chemistry
Economics
Foreign Languages and Literatures
French
History
Literature and English Composition
Mathematics
Music
Philosophy
Psychology
Religion
Sociology
Spanish

By the end of the sophomore year each student will have decided upon a subject matter field in which she will concentrate through a pattern of advanced courses. The purpose of this concentration is twofold — first, to give the student the opportunity to go far enough into a field to achieve something like a feeling of mastery of it; second, to enable her to get knowledge, skills, and attitudes which may help make her effective in her vocation. It is conceivable that this study may begin prior to the junior year.

In this program no less than 30 semester hours shall constitute a major program and no more than 40 semester hours may be taken in one department. The major program will be planned by the student and her major advisor. Certain specific major requirements are stated under each department heading in the section of the catalogue marked *Courses of Instruction.*

Bachelor of Science: Nursing

The degree of bachelor of science will be granted upon the successful completion of two years of prescribed work at the college and graduation from the Presbyterian Hospital School of Nursing, Charlotte, N. C. A minimum of 42 semester hours in courses numbered 300 and above is required. Sixty semester hours and 60 quality points are assigned to the courses carried in the school of nursing; these constitute the field of concentration. Of these 60 semester hours, 30 shall be considered equivalent to 300-400 level courses.

The pattern of residence in this five-year program is one year at the college, three years at the hospital, and the fifth year at the college; or three years at the hospital and the fourth and fifth years at the college. Admission to the Presbyterian Hospital School of Nursing is achieved by applying to that institution and meeting its admission requirements and standards.

Bachelor of Music

In the bachelor of music program the field of concentration consists of 67 hours in music under the applied music concentration; under the music education concentration 49 semester hours are in music and 24 are in education. Specific details of these requirements are given in the music department pages of the section marked *Courses of Instruction.*

III. ELECTIVE HOURS

In consultation with her faculty advisor the student chooses elective hours to complete the number of hours required for graduation in addition to the basic requirements and the major program. Electives are available to give her opportunity to explore new fields and to gain further breadth or more depth in non-major areas. They also afford a chance to study in fields which directly support her program of concentration.

Teacher Certificates

Training for the teacher certificate, either at the *elementary or the secondary* school level, may be secured with the bachelor of arts degree. Teacher certification is also possible under the bachelor of music program. The program of elective hours should be so planned with the faculty advisor that it will include the required hours in education, student teaching, psychology, and other subjects specified by the state in which the student plans to teach.

Students desiring to teach in a state other than North Carolina or South Carolina must obtain a copy of the requirements of that state and plan their programs carefully to meet these requirements.

Secretarial Training

The secretarial training program is designed especially for women in view of the increasing variety of opportunities. The basic skill subjects of typing and shorthand are combined with an academic major to provide the preparation needed for entering into positions requiring office skills. As electives toward a degree in any academic major program, the student may take 12 semester hours in secretarial practice courses beyond beginning typing (which does not carry credit toward a degree). In addition, she may elect such courses in accounting and economics as she thinks would be of help to her in the business world. The program of electives for secretarial training may be taken during the first two years or spread throughout the four years. The selection of courses should be considered carefully by the student with the faculty advisor for secretarial training in order that the program may be directed toward the type of employment which is of interest to the student.

IV. ACTIVITY HOURS

This program is designed to develop appreciation, creativity, skills, and capacity for self-expression through sports, music, drama, writing, plastic arts, and sewing.

Each regular four-year student for the bachelor of arts and bachelor of music degrees will be required to complete with a rating of satisfactory four activity hours.

In the Activity Hour program, Physical Education I and II are required of all freshmen. They are basic classes which include conditioning exercises; aquatics; team, individual, and dual sports; and dance activities. (As a part of the work in Physical Education I or II each student must demonstrate competence in swimming.)

The student is given an opportunity to develop understanding, appreciation, and attitudes towards physical education as a part of her total educational program. There is orientation in the history of physical education, trends of modern physical education, and in some of the basic principles of personal and community hygienic living.

Two additional activity hours are selected from Area I, Area II, or Area III.

Activity hours carry no grade other than satisfactory or unsatisfactory.

Activity hours are offered in the following areas:

Area I
Dancing
Dolphin Club
Golf
Horseback Riding
Physical Education I and II
Swimming
Tennis
Understanding Sports

Area II
Choir
Chorus
Instrumental Ensemble
Piano Class
Queens Players
String Class
Student Publications

Area III
Art
Creative Crafts
Sewing
Typing

Enrollment in Student Publications as an activity hour is limited to those students who do active work on the staffs of the college publications.

Students in the bachelor of science in nursing program must earn two activity hours at the college.

The requirements for the several degrees may be summarized as follows:

Degree Program	I Basic Requirements	II Field of Concentration	III Electives	IV Activity Hours	College courses numbered 300 and above
Bachelor of Arts	53	30-40	27-37	4	42
Bachelor of Science Nursing	53	60 (hospital work)	7	2	12*
Bachelor of Music	53	67-73	0	4	42

* In addition to hospital work considered to be of advanced level.

Standards, Regulations, and Procedures

THE HONOR SYSTEM

Before admission to Queens College each student promises to uphold the Honor System of Student Government. The Honor System is one of the most cherished institutions of the college, and its regulations in all phases of college life are based on three fundamental principles:

1. That each student be truthful at all times.
2. That each student respect the property of others.
3. That each student be entirely honest on tests, examinations, term papers, and all other pledged work as designated by teachers.

Any infraction of the regulations may be investigated by the Honor Council. If the student is found guilty, the council may recommend expulsion or suspension.

ORIENTATION

During the six days preceding fall registration there is an orientation program at which attendance is required of all new students. This program is designed to acquaint the student with college life in its academic and social phases as well as with the whole community in which she will live for four years. She will meet her faculty advisor, her roommate, and her upper-class student advisor. She will visit points of interest in Charlotte and will have opportunity to worship in a church which may become her "campus church."

A series of tests is given for the purpose of better advising the student in her academic program. Two days are devoted to conferences with faculty advisors who help the freshmen to plan their programs. A selected group of faculty members serves as freshman advisors.

A parents' orientation program is held the evening of the day new students arrive and the following morning. Its function is to help parents and faculty to meet and together to discuss the purposes of college education.

REGISTRATION

Students are expected to register for course work on the day specified for each semester. Registration after the appointed day subjects the student to a fee of $5.00. No registrations are permitted after the second Saturday following the beginning of classes.

Changes in registration are permitted prior to the second Saturday following the first day of class meetings. Any change after this day is considered a *withdrawal*.

SEMESTER LOAD

A normal load for a regular student is 15 semester hours. The dean of the college may allow a load of as little as 12 hours. Any student who wishes to take more than 17 hours of academic credit must get the permission of the dean of the college. (Academic hours do not include activity hours.)

WITHDRAWAL FROM A COURSE

A student must obtain permission from the dean of the college to discontinue a course. A student discontinuing a course following the first class after midterm will be given a grade of F in the course. Prior to this time a grade of WP or WF will be given.

WITHDRAWAL FROM THE COLLEGE

A student who wishes to withdraw from the college before the end of the semester must notify the dean of the college in order to maintain a record in good standing. The grades of a student who withdraws are recorded WP if the work has been passing up to the date of withdrawal. Such a mark does not affect quality points already earned. If the work has not been passing, a mark of WF is recorded and one quality point is deducted for each semester hour. If permission is not obtained, all grades are recorded as F.

The college reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

AUDITING COURSES

A regular student who is carrying a minimum load of 15 hours of academic work for credit and who has a B average may, with the consent of the dean of the college and at the request of the instructor, audit a course. An auditor is expected to attend classes regularly.

GRADING AND QUALITY POINT SYSTEM

Graduation requirements are based upon both quality and quantity of work. The following system of grading is used:

A—exceptional	3 quality points per semester hour
B—good	2 quality points per semester hour
C—average	1 quality point per semester hour
D—poor	0 quality points per semester hour
F—failing	minus 1 quality point per semester hour

The following symbols are used when a student does not receive a final semester grade:

WF—withdrew failing	minus 1 quality point per semester hour
WP—withdrew passing	no effect on quality points

E—conditional failure given at the discretion of the instructor

This mark may be changed to D or F after a re-examination. Only one re-examination is allowed in any course.

I—incomplete work. When this work is completed, the student may receive any grade from A to F.

A grade of E or I automatically becomes F if the student fails to take or pass a re-examination or fails to make up incomplete work satisfactorily; a grade of E or I for the first semester must be removed by the second week of the following March; a grade of E or I for the second semester must be removed by the end of the first week of regular classes the following September.

CLASSIFICATION

Students who are following a degree program and are carrying the required semester load have class standing determined by minimum levels of achievement, as follows:

	Semester Hours	*Quality Points*
Sophomores	24	18
Juniors	54	48
Seniors	90	84

Part-time students are those who are non-resident and are carrying less than 12 semester hours.

ELIGIBILITY TO CONTINUE

To remain in college a student must pass 18 semester hours of work during a session with a quality point average as follows:

.5 to return the second year
.8 to return the third year
.9 to return the fourth year

A quality point average is computed as follows: one semester hour with a grade of A would earn 3 quality points, or a regular 3 semester hour course with a grade of A would earn 9 quality points. A 3 semester hour course with a B grade would earn 6 quality points, and a 3 semester hour course with a C grade would earn 3 quality points. To obtain the quality point average for a semester or for a year, add the quality points earned and divide by the total semester hours carried. For example, a normal semester load is 15 semester hours or 5 courses. If the student receives B in each course, she would earn 6 quality points for each course or a total of 30 quality points. Thirty quality points divided by 15 semester hours equals 2.0 quality point average for a semester.

REPORTS

A report of grades is sent to parents or guardians at the end of each semester. No grades except semester grades are permanently recorded; however, additional reports are issued at mid-semester indicating special difficulties in course work.

PROBATION

A student who does not maintain a satisfactory scholastic standing may be placed on academic probation. Probationary status may also be given for misconduct or violation of the social standards of the college. A student on probation may be asked to withdraw at any time if she again fails to meet the scholastic or social standards of the college.

ATTENDANCE

Students are expected to attend classes regularly. The faculty regulations for class attendance appear in detail in the *Student Handbook*.

It is the responsibility of the instructor of each activity hour to determine when a student's absences become excessive and, therefore, render her work unsatisfactory.

All students are expected to attend chapel on Tuesday and Friday, Student Government assembly on Wednesday, and all scheduled convocations. Freshmen also attend Thursday assembly. Each student shall be allowed a maximum of seven chapel or assembly absences each semester.

All candidates for degrees are required to be present for commencement.

SUMMER SCHOOL AND PROGRAM OF ADULT EDUCATION

A student who wishes to take courses in an accredited summer school or in the Department of Adult Education and to receive credit for them towards graduation must first secure the approval of her advisor and the dean of the college, both as to the courses to be taken and as to the institution to be attended. In no case will credit be allowed beyond that given by the institution conducting the summer school.

ELIGIBILITY TO REPRESENT THE COLLEGE

Students who maintain a quality point average of 1.0 or more the preceding semester are on the current list of eligibility to represent the college in off-campus extracurricular activities and to hold campus offices during the current semester. Eligibility is also dependent on chapel and assembly attendance. Students on probation are not eligible to represent the college.

HANDBOOK

Each student is expected to know and observe all regulations which are found in detail in the *Student Handbook*.

Special Programs, Honors, and Awards

HONORS PROGRAM

The Honors Program is for the superior student. This program stimulates academic excellence by providing an opportunity for unusually able students to work for graduation with honors on the basis of both general educational attainment and performance on a project of independent study to be carried out during the senior year. It is designed to assist in the further development of the student's initiative, intellectual curiosity, and capacity for independent work.

The applicant for admission into the Honors Program must, in her junior year, submit a statement of a project acceptable to the Honors Committee. The project may be either inter-disciplinary or restricted to a single academic discipline. It is carried throughout the senior year, for six hours of academic credit. A faculty member appointed by the Honors Committee serves as special advisor for the project.

The candidate for graduation with honors under the Honors Program must successfully pass two examinations, one on her project and the other on her liberal education as a whole.

HONORS SCHOLARSHIPS

Queens and Dana Scholarship Programs

Students with high qualifications may be chosen as honor scholars each year and are designated as Queens or Dana Scholars. This program is designed to give both financial assistance and educational enrichment to approximately fifteen students in each academic class at Queens. Both Queens and Dana Scholars receive financial grants of from $100 to $1450, depending on the student's needs. Token awards are made to students having no financial need. All recipients are enrolled in the appropriate Dana or Queens Seminar, for three hours academic credit each semester. Each scholar is assigned to a faculty member for five hours work each week as a Scholar Assistant, with the understanding that she will be given an opportunity to assist the faculty member in ways that will be educationally enriching to her as well as useful to the faculty member.

Further information regarding the Queens Scholar Program and the Dana Scholar Program is given on pages 77-78 under *Financial Aid.* A descriptive booklet on the programs may be obtained by writing the college Admissions Office or the dean of the college.

WASHINGTON SEMESTER

Through a cooperative arrangement with the American University, honor students are selected to spend a semester in Washington, D. C., for a study of American National Government in Action. The study is carried out through a seminar on Government in Action, an individual research project, and regular courses at the American University. Application should be made to the head of the department of history and political science or the dean of the college.

HONORARY ORGANIZATIONS

Orb and Sceptre is an honorary leadership organization which was founded at Queens College in January of 1961. It recognizes those students who have shown sensitivity and concern in the college community.

Sigma Mu is a regional honorary organization composed of faculty and students. Its purpose is to recognize high scholastic attainment of upperclassmen and to encourage independent research.

Valkyrie is an honorary organization made up of members selected in the spring from the rising sophomore class. Membership in this club, organized on the Queens campus in 1937, is based on outstanding leadership and citizenship exhibited by freshmen. Members usher at college functions.

Sigma Upsilon is a national honorary literary fraternity, founded in 1906. It was limited formerly to men's colleges but now includes a small number of women's colleges. The Queens College chapter was established in May, 1951. Membership is based primarily upon literary ability and active participation; selection of members is usually made once a year from members of the sophomore, junior, and senior classes and from the faculty.

Delta Omicron, international music fraternity for women, was established at Queens College in May, 1959. The national organization was founded in 1909 at the Cincinnati Conservatory of Music. Membership is open to students doing major or minor work in music, to music faculty, to professional musicians, and to concert artists. Scholarship of high quality is requisite to membership.

SPECIAL HONORS

Dean's List

Students achieving unusually high scholarship are named on this list. They must carry *at least* 15 semester hours and achieve not less than three A's and two B's. When the course load is 18 semester hours, the student must achieve not less than four A's and two B's. Students who are doing student teaching and carrying 14 semester hours must have the equivalent of three A's and one B in academic subjects. The dean of the college will review the records of students carrying a number of courses giving less than three semester hours credit.

Commencement Marshals

The marshals are selected on the basis of scholastic averages. The chief marshal is the junior with the highest average; and the other six marshals are the next two juniors, sophomores, and freshmen maintaining highest averages in their respective classes. Marshals serve at all formal academic occasions.

Graduation with Honors

The titles of *summa cum laude, magna cum laude,* and *cum laude* shall be awarded by the administration after consultation with the Honors Committee.

AWARDS

ALGERNON SYDNEY SULLIVAN AWARD

The award is made by the New York Southern Society to perpetuate the memory of its founder, Algernon Sydney Sullivan, whose dominant characteristics were love for and service to men.

"The recipients of the Award shall be chosen by the faculty of the college. In the selection of the recipients, nothing shall be considered except the possession of such characteristics of heart, mind, and conduct as evince a spirit of love for and helpfulness toward other men and women."

CHARLOTTE PANHELLENIC AWARD

The Panhellenic Congress of the city of Charlotte has established an award of $50.00 which goes to an outstanding freshman for meritorious scholarship, personality, and community contribution.

THE QUEENS COLLEGE PANHELLENIC SCHOLARSHIP CUP

The Panhellenic Council has provided a cup which is awarded for a period of a year to the sorority making the highest average in scholarship.

GORDON KEITH CHALMERS PERSONAL LIBRARY AWARD

This award is made by an anonymous donor to honor Gordon Keith Chalmers, distinguished teacher, literary figure, and educator. The $25.00 award is made to the student whose personal library is judged the best in quality and significance. A faculty committee judges the libraries.

SIGMA MU AWARDS

The local chapter of Sigma Mu, honorary scholastic fraternity, awards annually two prizes of $5.00 each. One prize is for the best piece of creative work (art, literature, or music) submitted by any student; the second is for the best piece of research submitted by any student.

THE STUART D. CURRIE AWARD

The Stuart D. Currie Award is presented to the senior who has made the most distinctive contribution in the field of Bible and religion.

THE CREATIVE WRITING CUP

To give concrete recognition to those who show determined effort at creative writing for the college magazine, the study body gives a loving cup.

THE JERNIGAN JOURNALISTIC AWARD

The Jernigan Journalistic Award is given in recognition of outstanding work of any kind to a member of the *logos* staff.

SIGMA UPSILON AWARD

The Cakes and Ale chapter of Sigma Upsilon offers an award of $10.00 to a member of the freshman class for excellence in writing.

ALPHA CHI OMEGA AWARD

The local chapter of Alpha Chi Omega offers a medallion for the best short story submitted by a member of the student body.

ALPHA DELTA PI AWARD IN MATHEMATICS

The local chapter of Alpha Delta Pi makes an award to the senior who has made the highest average in mathematics.

CORONET AWARD

An award is made to the member of the staff of the annual who has made the most significant contribution to the work of the staff.

THE DELTA OMICRON AWARD

The local chapter of Delta Omicron offers an emblem to a member to recognize outstanding musical service to the fraternity, the school, and the community.

AMERICAN GUILD OF PERFORMING ARTISTS MEMBERSHIP

A membership in this society is awarded to a student who shows unusual promise as a performing artist.

KAPPA DELTA SCIENCE AWARD

The local chapter of Kappa Delta awards $10.00 to the senior with the highest grade in chemistry or biology (first choice) or mathematics (second).

THE SOCIOLOGY AWARD

The Theta Gamma Chapter of Chi Omega sorority offers each year an award of $10.00 to the student with the highest average in sociology.

INTERSORORITY BASKETBALL CUP

The Theta Gamma Chapter of Chi Omega sorority offers a silver cup each year to the sorority winning the intersorority basketball tournament.

RECREATION ASSOCIATION AWARDS

Silver loving cups are awarded to the classes which win the interclass competitions and to the student who is considered the best-all-around athlete.

Courses of Instruction

Courses are listed by departments. Courses numbered 100 to 299 are primarily for freshmen and sophomores; those numbered 300 to 499 are primarily for juniors and seniors; freshmen may take no more than six semester hours in 200 level courses; they may take no courses at the 300-400 level. Sophomores may take no more than nine semester hours in courses numbered 300 and above. Courses open to lower classes are also open to upper classes unless stated otherwise. First semester courses are usually given odd numbers and second semester courses are usually given even numbers. A course with hyphenated numbers extends throughout the session and must be completed before credit is allowed unless permission for credit for one semester is obtained from the instructor and the dean of the college.

> *Semester hours of credit carried by a course are indicated in parentheses after the course title. Unless otherwise indicated, a course carrying three semester hours credit meets three times a week; a course carrying two semester hours credit meets twice a week, etc. When a course is offered in alternate years only, the year in which it will be given is shown.*

Seminars for Queens and Dana Scholars*

Each seminar will be instructed jointly by two members of the faculty. Each seminar will run for two semesters and will carry three semester hours of credit per semester.

Queens Scholars Seminar for Freshmen

The main aim of this course is to prepare the students for effective independent study as a basis for their continuing education during and after college. The emphasis will be upon helping them develop a high level of competence in dealing with ideas. The course will meet the requirement of six semester hours of English composition.

Dana Scholars Seminars for Sophomores and Juniors

The purpose of these seminars is to give students the opportunity to investigate a particular subject area thoroughly and with a high degree of individual initiative. The topics will vary from year to year. Work in this course will meet basic requirements in either Group 3 or Group 4, as shown in the section on the curriculum.

Dana Scholars Seminar for Seniors

The topic of this seminar will be the philosophy of liberal arts education. The function of it is to offer students a particular opportunity to arrive at some synoptic appreciation of the meaning of their college careers. Work in this course will meet basic requirements in either Group 3 or Group 4.

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*Qualifications for appointment as a Queens or Dana Scholar are given on pages 77-78 of this catalogue.

ART

Professor George A. Shealy; Associate Professor Moose; Assistant Professor Gebhardt; Mr. Stuntzner.

CONCENTRATION: Art 101, 102, 201-202 or 321-322, 311, 312, and at least 12 semester hours selected from art courses numbered 300 and above, as approved by the major advisor.

100. INTRODUCTION TO ART. (3)

An introduction to the visual arts, with the aim of developing an appreciative attitude through a study of the basic aesthetic principles as they apply to painting, sculpture, and architecture.

101, 102. ART STRUCTURE. (3, 3)

Basic studies in drawing, design, and composition with special emphasis on the use of different media. Required for all art majors.

One hour lecture and five hours laboratory a week.

Prerequisite: Art 101 is prerequisite to Art 102.

201-202. DESIGN. (3-3)

A study in two and three dimensional design, color, and texture with special reference to advertising and industrial art.

One hour lecture and five hours laboratory a week.
Prerequisite: Art 101, 102.
Alternate years; offered 1963-1964.

203. DRAWING I. (3)

Drawing from still life, figure, and landscape in charcoal, pen and ink, wash, watercolor, and various media.

Six hours laboratory a week.
Prerequisite: Art 101, 102.

204. DRAWING II. (3)

Advanced landscape, still life, and figure studies in various graphic media.

Six hours laboratory a week.
Prerequisite: Art 101, 102, 203.

302. PAINTING. (3)

A course in fundamentals using figure, landscape, and still life as subject matter.

Six hours laboratory a week.

307. DESIGN IN ARCHITECTURE AND FURNITURE. (3)

A study of architecture, the great periods of furniture design, and allied crafts as a background for contemporary design problems.

One hour lecture and five hours laboratory a week.

308. INTERIOR DESIGN. (3)

Problems in the creative treatment of interior space and the designing of furniture. Includes drawing of plans and scaling of interiors and furnishings.

Six hours laboratory a week.
Prerequisite: Art 101, 102, 307.

311. ANCIENT AND MEDIEVAL ART. (3)

A study of architecture, sculpture, and painting from prehistoric times to the Renaissance.

312. RENAISSANCE ART TO THE PRESENT TIME. (3)

A study of architecture, sculpture, and painting from the early Renaissance to the art schools of modern Europe and America.

314. SCULPTURE. (3)

Fundamentals of three dimensional design; figure, animal, and abstract modeling; analysis of great sculpture of all ages.

One hour lecture and five hours laboratory a week.

315. ADVANCED SCULPTURE. (3)

Individual problems in clay, wood, and metal.

Six hours laboratory a week.
Prerequisite: Art 101, 102, 314.

321-322. COMPOSITION. (3-3)

Picture construction through design and composition. Studies in spatial relationships, form, and texture.

One hour lecture and five hours laboratory a week.
Prerequisite: Art 101, 102.
Alternate years; offered 1962-1963.

323. CERAMICS. (3)

A basic course in the use and forming of clay with emphasis on form, proportion, and ornament.

Six hours laboratory a week.

324. POTTERY. (3)

Exercises in the use of the potter's wheel and decorative glazes; examination of pottery in relation to industry.

Six hours laboratory a week.
Prerequisite: Art 101, 102, 323.

400. THE HISTORY OF PAINTING SINCE 1850. (3)

A study of the various schools of painting from 1850 to the present day.

Not restricted to art majors.
Alternate years; offered 1962-1963.

401-402. Advanced Painting. (3-3)

The human figure, landscape, and still life are used for study and pictorial statements with emphasis on the student's personal expression.

Six hours laboratory a week.

422. Costume Design. (3)

A study of the principles of design as related to dress, with practice in drawing from the model, in designing costumes, and drawing for advertisements.

Six hours laboratory a week.
Alternate years; offered 1962-1963.

423. Art in Publication and Advertising. (3)

Basic layout design, use of type and lettering, and the preparation of material for various kinds of reproduction.

Six hours laboratory a week.

450. Problems in Art. (3)

Students who have displayed unusual talent and scholarship may take advanced work in some specialized phase of art.

Note: Education 312 may be credited as art.

BIBLE AND RELIGION

Associate Professor Wright, Associate Professor Taylor, Assistant Professor Carson.

Concentration A: *Either* Bible and Religion 101, 102, 301, 411, *or* 321, 322; 304, 342; Philosophy 303; and from other departmental offerings numbered 300 and above, nine to 15 hours. In place of unspecified departmental work, up to six semester hours may be chosen from the following: philosophy courses numbered 200 and above, History 306, 407, Literature 310, Sociology 313, Music 316.

Concentration B: *Either* Bible and Religion 101, 102, 301, 411, *or* 321, 322; 315, 316, 331, 332, 431, 432; and from other departmental offerings numbered 300 and above, three to nine hours. In place of unspecified departmental work, up to six semester hours may be chosen from the following: philosophy numbered 200 and above; Music 315, 316, 317; Speech 321.

Students concentrating in the department can work out an approved training program to qualify for certification as Associates in Christian Education. The courses in Christian Education have been planned in consultation with the Board of Christian Education of the Presbyterian Church in the United States.

Basic Requirement. The basic requirement in Bible may be met by successful completion of any two of the courses marked with an asterisk (*) in the list below. A semester of Old Testament followed by a semester of New Testament is recommended.

*101. THE HEXATEUCH. (3)

Introduction to Bible study; readings in Genesis through Joshua, tracing the formation of Israel, its covenant concept, laws, and worship.

*102. THE SYNOPTIC GOSPELS. (3)

The background and life of Jesus as shown in Matthew, Mark, and Luke.

*212. THE EARLY CHRISTIAN MOVEMENT. (3)

A study of the life and thought of the early Christians as set forth in Acts and the Gospel of John.

Alternate years; offered 1962-1963.

*301. PROPHETIC RELIGION. (3)

A study of selected Hebrew prophets, stressing their background, message, and relevance for their own time and for today.

Alternate years; offered 1963-1964.

[Philosophy 303. ORIENTAL PHILOSOPHY. (3)

A survey of Asian cultures and the systems of thought that have had lasting impression on the Orient, with intensive study of some of the major ideas that have influenced the development of Oriental religions and philosophy. Major emphasis will be put on the development of Hinduism and its legacy to Buddhism. To some extent the growth of Buddhism throughout Asia will be traced. Confucianism and Taoism will be considered as they both relate to the development of Chinese and Japanese thought.]

304. RELIGIONS OF THE NEAR EAST AND WEST. (3)

Historical and contemporary study of Judaism, Islam, Communism, and Western humanisms. Consideration, both descriptive and theological, of Christianity and other faiths.

With Philosophy 303 this course provides a year's study of world religions.

*312. DEVOTIONAL AND WISDOM LITERATURE OF ISRAEL. (3)

A study of Psalms, Proverbs, Ecclesiastes, and Job.

Alternate years; offered 1963-1964.

315, 316. HISTORY OF CHRISTIANITY. (3, 3)

A historical survey of Christian life and thought, in their interaction with changing cultural contexts. First semester, ancient to medieval; second semester, Reformation to modern.

Prerequisite: One year of Bible, or History 101-102; also 315 is prerequisite for 316.
Offered beginning in 1963-1964.

*321. A SURVEY OF THE OLD TESTAMENT. (3)

General introduction to the history, literature, and religion of the Old Testament.

*322. A SURVEY OF THE NEW TESTAMENT. (3)

General introduction to the history, literature, and religion of the New Testament.

NOTE: These courses in Bible and Religion (331, 332, 431, 432) are designed for any church member, not only for students who expect to join a church staff as professional workers.

331. INTRODUCTION TO CHRISTIAN EDUCATION. (3)

Introduction to the church's ministry of education with emphasis on the nature and mission of the church, the Biblical and theological basis of Christian education, and the theory and history of curriculum.

332. PRINCIPLES OF RELIGIOUS GROWTH OF CHILDREN AND YOUTH. (3)

A study of the characteristics and needs of children and youth; a consideration of the principles and methods of guiding them in their Christian growth. In conjunction with this course students observe and participate in the educational program of a local church.

Prerequisite: Religion 331.

Alternate years; offered 1963-1964.

*341. ANCIENT CHRISTIANITY. (3)

A study of the development of Christianity from its beginnings through the fall of Rome and until Gregory the Great. Special attention to the life and thought of Augustine.

Offered 1962-1963 second semester; replaced thereafter by Religion 315.

342. MODERN CHRISTIANITY. (3)

Intensive reading and discussion of selected works by contemporary theologians. As background there is a brief survey from the Reformation to the nineteenth century, tracing the main trends leading into the modern period.

Not open to sophomores.

In 1962-1963, offered first semester.

344. CHRISTIAN ETHICS. (3)

An exploration of the foundations of Christian moral theory and action, with constant reference to specific moral problems in present-day individual and social life.

Prerequisite: One semester of New Testament.

*411. THE WRITINGS OF PAUL. (3)

A study of Paul's life and thought against the background of first century Judaism and Hellenism.

Alternate years; offered 1962-1963.

431. Principles of Adult Christian Education. (3)

A study of the adult's responsibility in the teaching ministry of the church, with particular emphasis on the nature of man and his present needs as well as various methods of adult education. In conjunction with this course students observe and participate in the educational program of a local church.

Prerequisite: Religion 331.
Alternate years; offered 1962-1963, second semester.

432. Christian Worship. (3)

Introduction to the history, the theology, and the elements of worship; particular attention to the place of worship in Christian education.

In 1962-1963 offered first semester.

BIOLOGY

Professor Fehon; Professor Nooe.

Concentration: Biology 201, 202, 300, 304, 410, and 12 semester hours from biology courses numbered 300 and above. Majors are required to take Chemistry 101, and 102 or 112, and Mathematics 101 or 102 or 105. Chemistry 403, 404 may be substituted for biology electives. Candidates for teaching certificates may substitute Education 442 for biology electives. Majors are advised to take Physics 101-102.

100. Plant Biology. (4)

An introduction to the fundamentals of botany; survey of the plant kingdom; study of the organization and activities of plants with emphasis on higher plants.

Three hours lecture and three hours laboratory a week.

105. Animal Biology. (4)

An introduction to the principles of zoology; origin of life; molecular biology; structure and physiology of vertebrates including man; heredity and evolution.

Three hours lecture and three hours laboratory a week.

201. Invertebrate Zoology. (4)

Comparative physiology; systematics and evolution; structure of selected types.

Three hours lecture and three hours laboratory a week.
Prerequisite: Biology 105.

202. Vertebrate Zoology. (4)

Structure and evolution of vertebrates; introduction to embryology; comparative anatomy of selected organ systems.

Three hours lecture and three hours laboratory a week.
Prerequisite: Biology 105.
Alternate years; offered 1962-1963.

300. ADVANCED GENERAL BIOLOGY. (4)

Studies in depth of selected topics in biology; modern concepts of cell structure and physiology; laboratory exercises in cell and organismic physiology.

Three hours lecture and three hours laboratory a week.

Prerequisite: Biology 100, 105; Chemistry 101, and 102 or 112.

Alternate years; offered 1963-1964.

304. ADVANCED BOTANY. (4)

A study of plant anatomy, physiology, development and classification; principles of taxonomy and a consideration of ecological problems and their relationship to conservation.

Three hours lecture and three hours laboratory a week.

306. MICROBIOLOGY. (4)

Survey of microorganisms; the bacterial cell; bacterial metabolism; microbial ecology; identification of bacteria; reports and independent studies of selected topics.

Three hours lecture and three hours laboratory a week.

Prerequisite: Biology 100, 105; Chemistry 101, and 102 or 112.

Alternate years; offered 1963-1964.

310. MARINE BIOLOGY. (4)

Survey of marine science; marine ecology; identification and classification of local fauna and flora.

Four weeks, summer session only, at Pawleys Island, S. C.

Prerequisite: Biology 201.

402. GENETICS. (3 or 4)

The principles of heredity and variation in plants and animals.

Three hours lecture a week. Three hours laboratory optional with permission of the instructor.

Prerequisite: Biology 100, 105; Mathematics 101 or 102 or 105 or Psychology 305.

Alternate years; offered 1962-1963.

410. HISTORY OF BIOLOGY. (3)

A study of the history of biology with emphasis on current trends of thought.

Three hours lecture a week.

Prerequisite: Permission of the instructor.

450 a, b. INDEPENDENT STUDIES IN BIOLOGY. (3, 3)

Research projects in the area of the student's interest; written report and oral examination required; summer research in marine biology.

Prerequisite: Permission of the instructor.

CHEMISTRY

Professor McEwen; Professor Lewis*; Associate Professor Oates; Visiting Lecturer Smith.

Concentration A: Chemistry 101-102 or 101-112**; 205-206; 305; 306; 401; 402; 403; and 404 or 450. Mathematics through integral calculus and Physics 101-102. German or Russian is strongly advised.

Concentration B: Chemistry 101-102 or 101-112**; 205-206; 305; 401; 403; four semester hours elected from Chemistry 306, 402, 404, or 450; Biology 306; and four semester hours elected from biology courses numbered 300 or above; Mathematics 101 and 201; and Physics 101-102. Biology 100 and 105 are prerequisite to the required biology courses.

Chemistry 101-102 or 101-112 is prerequisite to all other chemistry courses.

101-102. General Chemistry. (4-4)

An introductory course in chemistry in which fundamental principles are emphasized. Nuclear chemistry is introduced. Correlation between atomic structure and chemical properties and the quantitative relationships that are involved in chemical change are investigated. The second semester includes study of the chemical properties of the elements in periodic groups and an introduction to the study of organic chemistry.

Emphasis in the laboratory work is upon quantitative relationships.

Three hours lecture and three hours laboratory a week.

112. Qualitative Analysis. (4)

Includes investigation of inorganic reactions, discussion of the chemistry of most of the commonly encountered cations and anions, and the study of the general properties of electrolytic solutions and the relationship of these to equilibrium and kinetics.

The laboratory work involves techniques of handling laboratory equipment and the design and interpreting of experiments to allow separation and identification of the common cations and anions.

Three hours lecture and four hours laboratory a week.

Prerequisite: Chemistry 101.

205-206. Organic Chemistry. (4-4)

An introductory course in organic chemistry which includes an integrated study of the more important compounds of the aliphatic and aromatic series. Emphasis is placed on problems in organic synthesis.

The laboratory work involves an introduction to organic qualitative analysis and emphasizes procedures and preparations.

Three hours lecture and three hours laboratory a week.
Prerequisite: Chemistry 101-102 or 101-112.

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*On leave of absence, 1962-1963.

**Chemistry 112 may replace Chemistry 102 for some students, with the permission of the head of the department.

305. QUANTITATIVE ANALYSIS. (4)

Chemical principles and analytical techniques of volumetric and gravimetric analysis are studied. Proficiency in the use of three types of analytical balances is required. The volumetric part of the course involves study of neutralization, precipitation, and oxidation-reduction reactions. The gravimetric part of the course involves study of the principles of precipitation.

Three hours lecture and four hours laboratory a week.

Prerequisite: Chemistry 101-102 or 101-112. Chemistry 205-206 is prerequisite or corequisite.

306. QUANTITATIVE ANALYSIS. (4)

A second course in quantitative analysis which includes a study of colorimetry, spectrophotometry, electrodeposition, potentiometric titration, ion exchange and chromatographic separations.

Three hours lecture and four hours laboratory a week.

Prerequisite: Chemistry 101-102 or 101-112, 205, 305. Chemistry 206 is a prerequisite or corequisite.

401. PHYSICAL CHEMISTRY. (4)

A study of the principles governing chemical reactions, the physical properties of reactants and products, and the effect of physical changes on reactions. Includes a study of gases, liquids, solids, thermodynamics, and solutions.

The laboratory work consists of the design and conduct of experiments to provide possible solutions to particular problems.

Three hours lecture and three hours laboratory a week.

Prerequisite: Mathematics 101 and 201, Physics 101-102, Chemistry 101-102 or 101-112, 205-206, and 305.

402. PHYSICAL CHEMISTRY. (4)

Builds on the material covered in Chemistry 401 and includes equilibrium studies, conductance, electromotive force, kinetics, colloids, quantum theory and nuclear chemistry.

Three hours lecture and three hours laboratory a week.

Prerequisite: Mathematics through integral calculus, Physics 101-102, Chemistry 101-102 or 101-112, 205-206, 305, 306, and 401.

403. BIOCHEMISTRY. (4)

Review of certain chemical principles dealing with solutions with emphasis on pH. Study of the chemistry of carbohydrates, lipids, proteins and nucleoproteins. Work with enzymes and digestion is included.

Laboratory work is quantitative in nature.

Three hours lecture and three hours laboratory a week.

Prerequisite: Chemistry 101-102 or 101-112, 205-206, and 305.

404. Biochemistry. (4)

Emphasis is on metabolism. Topics covered are blood and respiration, biological oxidations, metabolism of carbohydrates, lipids, proteins and nucleoproteins, energy metabolism, inorganic metabolism, biochemistry of the kidney, nutrition, vitamins, and hormones.

Laboratory work is largely quantitative with emphasis on colorimetric methods of analysis.

Three hours lecture and three hours laboratory a week.

Prerequisite: Mathematics 101, 102, or 201; Physics 101-102; Chemistry 101-102 or 101-112, 205-206, 305, and 403.

450. Directed Individual Studies. (2, 3, or 4)

Open to advanced students by permission of the instructor.

ECONOMICS

Visiting Assistant Professor Brewer.

Concentration: Economics 203, 204, 401, 402, 412, and 15 semester hours of courses in economics or related subjects as approved by the major advisor. Approval will ordinarily be extended to certain courses in mathematics, history and political science, sociology, psychology, and geography; but no more than six semester hours from any one of these fields will usually be credited to the major program.

203. Principles of Economics I. (3)

A study of the principles governing the system of private enterprise; dealing with the application of the principles to large groups, showing particularly the place which government holds in the system.

204. Principles of Economics II. (3)

A study of the principles governing the system of private enterprise; dealing with the application of the principles to small groups, showing particularly the organization of production and exchange, and the role of prices.

301. Money and Banking. (3)

A study of money, credit, and banking.

302. International Trade and Finance. (3)

A study of the theoretical and practical aspects of foreign trade and finance.

305. Personal and Family Economics. (3)

A study of the management of personal and family financial affairs.

Open to juniors and seniors only.

401. ECONOMIC THEORY. (3)

An intermediate examination of the theory of price and income distribution.

Prerequisite: Economics 203 and 204 or equivalent.

402. SEMINAR ON ECONOMIC PROBLEMS. (3)

This seminar will deal with various topics depending upon the interests of the students and instructor.

Open to economics majors and others with permission of the instructor.

Not offered 1962-1963.

412. HISTORY OF ECONOMIC THOUGHT. (3)

A study of the evolution of economic doctrines, relevant circumstances, and significant contributors.

OFFERED ONLY IN THE DEPARTMENT OF ADULT EDUCATION

207, 208. INTRODUCTORY ACCOUNTING. (3, 3)

Study of fundamental principles of accounting and preparation of financial statements; consideration of basic principles applied to partnerships, corporations, manufacturing and trading enterprises; and the application of these principles through actual laboratory practice.

Economics 207 or equivalent is prerequisite to 208.

303, 304. INTERMEDIATE ACCOUNTING. (3, 3)

An expansion and elaboration of principles presented in Introductory Accounting, with emphasis on analysis and solutions of original problems.

407, 408. ADVANCED ACCOUNTING. (3, 3)

Advanced treatment of partnerships and corporations, specialized statements, statement of affairs, realization and liquidation, estates and trusts, parent and subsidiary accounting, and consolidated statements.

450. MANAGEMENT DEVELOPMENT. (3)

Designed to fit the needs of the first-line supervisor and the middle-management person; to improve his performance and to prepare him for advancement; to teach him to manage a unit, a section, or a department within a business or industrial firm.

Prerequisite: Economics 203, 204 or equivalent.

EDUCATION

Associate Professor Medlin; Assistant Professor Smith.

212. METHODS IN ART EDUCATION. (3)

A study of the creative growth of children, and the development of creative activities in the field of art for elementary school children.

302. EDUCATIONAL PSYCHOLOGY. (3)

A study of those psychological principles of particular importance in educational practices.

Prerequisite: Psychology 201.

305. CHILDREN'S LITERATURE. (3)

Course activities include: surveying the reading interests of children from two to 14; finding ways of bringing children and good books together; learning the uses to which children put their reading.

321-322. METHODS FOR PUBLIC SCHOOL MUSIC TEACHERS. (3-3)

Techniques involved in teaching children music. A study of aspects of the music curriculum in elementary and secondary schools.

332. PRINCIPLES OF ELEMENTARY EDUCATION. (3)

A course designed for students beginning work in elementary education. Emphasis is placed on purposes, organization, and administration of the elementary school.

341. PHILOSOPHY OF EDUCATION. (3)

A course to assist students in developing and clarifying their philosophy of education. Course activities include the study of patterns of thought concerning educational aims and values, and an analysis of some current issues and problems in American education.

342. PRINCIPLES OF SECONDARY EDUCATION. (3)

A study of principles of secondary education; an analysis of curriculum patterns, school organization, and methods of instruction in terms of principles of secondary education.

407. METHODS OF TEACHING IN THE GRAMMAR GRADES. (6)

A study of aims, methods, and materials of instruction in the grammar grades.

409. METHODS OF TEACHING IN THE PRIMARY GRADES. (6)

Aims, methods, and materials of instruction in the primary grades.

411. PRINCIPLES, PRACTICES, AND PROCEDURES IN HEALTH EDUCATION FOR THE ELEMENTARY GRADES. (3)

A study of those factors involved in organizing and administering a good health program in the elementary schools.

412. PRINCIPLES, PRACTICES, AND PROCEDURES IN PHYSICAL EDUCATION FOR THE ELEMENTARY GRADES. (3)

Activities of the course include defining principles of physical education, practice in applying principles to the work of the elementary school teacher, and consideration of the integration of physical education into the entire program of the elementary school.

442. DIRECTED TEACHING AND METHODS IN SECONDARY SCHOOLS. (8)

Course activities include an eight week period of observation and student teaching in selected secondary schools and weekly class meetings for the study of methods of instruction and resource materials in the teaching fields. Admission to the course is by recommendation of the Director of Student Teaching and the major professor.

Additional fee for student teaching: $40.00.

444. OBSERVATION AND PRACTICE TEACHING IN THE ELEMENTARY GRADES. (6)

An eight week period of observation and student teaching in selected elementary schools. Admission to the course is by recommendation of the Director of Student Teaching.

Additional fee for student teaching: $40.00.

450. INDIVIDUAL STUDIES IN EDUCATION. (3)

A course for experienced classroom teachers interested in intensive study of a professional problem. Programs of study to satisfy individual student's interests and needs are planned by the student with the help of the instructor. Seminars and conferences with the instructor provide the student opportunities to secure professional advice. Persons interested in enrolling in Education 450 are urged to confer with the instructor in person or by letter prior to the beginning of the course so that individual study plans may be formulated. Admission only upon permission of the instructor.

Prerequisite: Classroom teaching experience.

FOREIGN LANGUAGES AND LITERATURES

CONCENTRATION: Thirty semester hours of which 18 in a first language and six in a second language shall be selected from courses numbered 300 and above. Admission to any course numbered 200 or above as well as the selection of the first and a second language must be approved by the head of the department.

FRENCH

Assistant Professor Richardson; Miss Hodges.

CONCENTRATION: Thirty semester hours of French or related courses, as approved by the major advisor, of which at least 18 semester hours are to be from French courses numbered 300 and above. Admission to any course numbered above 200 must be approved by the major advisor.

101-102. ELEMENTARY FRENCH. (3-3)

Presentation of the basic structure of the language with its systems of inflection and patterns of usage in both written and spoken forms.

Three hours class, two hours laboratory a week.

201-202. INTERMEDIATE FRENCH. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; readings in literature and area study materials.

Prerequisite: French 101-102 or equivalent.

311, 312. STUDY OF FRENCH LITERATURE. (3, 3)

Introduction to French literature through wide and extensive reading of important works in French. The second part of the study will give more concentrated attention to a few very significant works which may be selected by topic, period, author, or form.

Prerequisite: French 201-202 for 311; French 311 for 312.

321, 322. FRENCH CONVERSATION. (3, 3)

French linguistics, with advanced training in speaking, in conversation, making reports, and comprehension. The content emphasis is on French area study with practice conversations based on daily life situations.

One regular classroom period each week will be conducted in the language laboratory.
Prerequisite: French 201-202 or equivalent; French 321 for 322.

331, 332. FRENCH LITERATURE OF THE MODERN PERIOD. (3, 3)

First semester emphasis on the development of the novel and short story; second semester devoted to study of the theatre and poetry with emphasis on the writings of the late 19th and 20th centuries.

Prerequisite: French 201-202 or 311, 312.

441, 442. FRENCH LITERATURE THROUGH THE SEVENTEENTH CENTURY. (3, 3)

First semester a study of the principal writings from the *Song of Roland* through living works of the Renaissance; second semester a study of the literature of the 17th century concentrating on the theatre of Corneille, Moliere, and Racine and on the chief prose writings of the period.

Prerequisite: French 311, 312.

451. ADVANCED COMPOSITION, GRAMMAR, AND CONVERSATION. (3)

Designed mainly for prospective teachers of French in the public school systems. Work includes practice in the presentation of material and language laboratory techniques.

452. DIRECTED READINGS IN FRENCH LITERATURE. (3)

The student will do intensive reading in one field. Designed for majors; open to others with sufficient preparation.

GERMAN

Professor Weiant.

101-102. Elementary German. (3-3)

Presentation of the basic structure of the language with its systems of inflections and patterns of usage in both written and spoken forms.

Three hours class, two hours laboratory a week.

201-202. Intermediate German. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; readings in literature and area study materials.

Prerequisite: German 101-102.

301, 302. Study of German Literature. (3, 3)

Introduction to German literature through wide and extensive reading of important works in German; the second part of the study will devote more concentrated attention to a few very significant works which may be selected by topic, period, author, or form.

Prerequisite: German 201-202 or its equivalent; German 301 for 302.

RUSSIAN

Professor Weiant.

101-102. Elementary Russian. (3-3)

Presentation of the basic structures of the language with its systems of inflection and patterns of usage in both written and spoken forms.

Three hours class, two hours laboratory a week.

201-202. Intermediate Russian. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; readings in literature and area study materials.

Prerequisite: Russian 101-102 or equivalent.

SPANISH

Assistant Professor Kirby.

Concentration: Thirty semester hours of Spanish or related courses, as approved by the major advisor, of which at least 18 semester hours are to be from Spanish courses numbered 300 and above. Admission to any course numbered above 200 must be approved by the major advisor.

101-102. ELEMENTARY SPANISH. (3-3)

Presentation of the basic structure of the language with its systems of inflection and patterns of usage in both written and spoken forms.

Three hours class, two hours laboratory a week.

201-202. INTERMEDIATE SPANISH. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; readings in literature and area study materials.

Prerequisite: Spanish 101-102 or equivalent.

301, 302. STUDY OF HISPANIC LITERATURE. (3, 3)

Introduction to Spanish and Spanish American literatures through wide and extensive reading of important works in Spanish; the second part of the study will give more concentrated attention to a few very significant works which may be selected by topic, period, author, or form.

Prerequisite: Spanish 201-202 or its equivalent; Spanish 301 for 302.

321, 322. SPANISH CONVERSATION. (3, 3)

Spanish linguistics with advanced training in speaking, in conversation, making reports, and comprehension. The content emphasis is on Latin American area study with practice conversations based on daily life situations.

One regular classroom period each week will be conducted in the language laboratory.

Prerequisite: Spanish 201-202 or equivalent; Spanish 321 for 322.

402. CONTEMPORARY SPANISH LITERATURE. (3)

Literature and ideas of 20th century Spain, from the "Generation of 1898" to the present.

Prerequisite: Spanish 301, 302.

421. SPANISH LITERATURE OF THE GOLDEN AGE. (3)

Literary background of the Golden Age; reading of representative masterpieces in the short novel and the drama, with emphasis on Cervantes and Lope de Vega.

Prerequisite: Spanish 301, 302.

431, 432. READINGS IN SPANISH AMERICAN LITERATURE. (3, 3)

Chronological development of Spanish American literature; readings which reflect the history, the culture, and the social and literary trends of the nations concerned.

GEOGRAPHY

201. Principles of Geography. (3)

This course deals with geographic factors that relate human adjustment to natural environment.

202. Economic and Regional Geography. (3)

This course is concerned with the distribution of the world's basic resources, their utilization, and their influence upon the mode of life of peoples of different regions.

Note: When students intend to take both courses 201 and 202, they are advised to take 201 first.

HISTORY AND POLITICAL SCIENCE

Professor Preyer; Professor Pohlman; Professor Salley.

Concentration: History 101-102 and at least 24 semester hours in other history courses. Up to six hours in political science courses may count toward a history major. Students interested in political science should consider the Washington Semester program described on page 28.

101-102. History of Civilization. (3-3)

The chief purpose of this course is to provide students with the historical background for a comprehensive view of their own social order.

203. The United States to 1865. (3)

The rise of an American tradition, the establishment of a nation in a war-torn world, the development of the economy, expansion, sectional controversy, and the American tragedy.

204. The United States Since 1865. (3)

Reconstruction; the passing of the frontier; the nationalizing of business; the Populist and Progressive movements; war and normalcy; the great depression and the New Deal; the end of isolation and life in the Cold War era.

302. Problems in English History. (3)

English history from the Norman conquest to the present with emphasis on selected topics such as the English Reformation, constitutional developments, overseas expansion, and the decline of power in the 20th century.

Prerequisite: History 101-102.

304. HISTORY OF THE FAR EAST. (3)

A study of the civilizations of the Oriental peoples, the importance of the Far East in the modern world, and the relationships between the Oriental nations and the Western World.

Prerequisite: History 101-102.

Alternate years; offered 1963-1964.

306. MEDIEVAL HISTORY. (3)

The political confusion after the destruction of the Roman Empire, feudalism, the church, the onslaught of Islam, and social and economic institutions to the Renaissance.

Prerequisite: History 101-102.

Alternate years; offered 1962-1963.

307. LATIN AMERICAN HISTORY. (3)

A study of the historical background of Latin American institutions with emphasis upon 20th century developments and problems.

Prerequisite: History 101-102.

317. HISTORY OF RUSSIA. (3)

The background to Czarist Russia, the emergence of Russia as a world power, the Revolution, and the expansion of Communism.

Prerequisite: History 101-102.

403. EUROPE SINCE THE FIRST WORLD WAR. (3)

The Treaty of Versailles, Europe in revolution, the Second World War and its aftermath.

Prerequisite: History 101-102.

Alternate years; offered 1962-1963.

405. HISTORY OF THE SOUTH. (3)

The concept of a South; settlement and racial mixture; the 18th century Tobacco and Rice South; the 19th century Cotton South; war and reconstruction; economic and social trends in the New South; Southern politics; the Negro; the South and the nation.

Prerequisite: History 203, 204.

406. THE UNITED STATES IN THE TWENTIETH CENTURY. (3)

The Twenties, depression and recovery, the problems of domestic and international responsibility in contemporary American society.

Prerequisite: History 204.

407. The Renaissance and Reformation. (3)

A study of the political, religious, economic, and cultural developments in Europe from the 14th to the 17th centuries.

Prerequisite: History 101-102.

Alternate years; offered 1963-1964.

490. History Seminar. (3)

Readings, reports, and discussions of selected historical topics and problems.

Open to juniors and seniors with permission of the instructor.

Political Science.

201. American Government. (3)

A study of the structure, functions, and political processes of government on the local, state, and national levels.

401. Comparative Government. (3)

A comparative study of the structure and political problems of present-day European governments.

402. International Relations. (3)

Development of the modern state, sovereignty, imperialism, cause of war, internationalism, and problems of world peace.

HOME ECONOMICS

Assistant Professor Dunlap.

105. Clothing: Selection, Construction, and Management. (3)

Study in selection, quality and content of fabrics, up to date methods of construction, budgeting of funds used in purchase of clothing.

Two hours lecture, three hours laboratory a week.

106. Foods: Meal Planning and Service. (3)

Function of feeding the family, purchasing, preparing, serving nutritional meals; table appointments, types of service.

Two hours lecture, three hours laboratory a week.

208. Textiles: Related to Consumer Buying. (3)

Construction, content, quality, care, serviceability of textile fabrics as related to personal and household use.

209. ELEMENTARY NUTRITION. (3)

Study of the nutrition requirements in relation to the needs of the human body.

309. CLOTHING: DESIGN AND CONSTRUCTION. (3)

Specific problems in relation to design and construction of clothing.

Two hours lecture, three hours laboratory a week.

400. HOME MANAGEMENT. (3)

Aesthetic, economical, and utilitarian purposes of a home; study of home planning and furnishing, budgeting, use of equipment.

Non-resident; three hours lecture a week.

LITERATURE AND ENGLISH COMPOSITION

Professor Monroe; Associate Professor Albright; Associate Professor Chalmers; Visiting Associate Professor Cumming; Assistant Professor Hadley; Assistant Professor Lovell; Assistant Professor Miscally; Miss Agnew.

COMPOSITION

101-102. ENGLISH WRITING AND READING. (3-3)

A course designed to help students learn to write clearly, effectively, and convincingly, and to read with comprehension and critical insight. The emphasis is mainly upon exposition.

305. AN INTRODUCTION TO JOURNALISTIC WRITING. (3)

A study of newspaper methods and the techniques of news writing. Practical experience in reporting.

306. NEWS WRITING AND EDITING. (3)

A continuation of 305, designed to give more extensive training in news writing and to acquaint students with elementary problems of editing and make-up.

Prerequisite: Composition 305.

307. ADVANCED COMPOSITION. (3)

A study of the principles of writing, with special attention to observation and reflection, form and meaning, modern usage, and effective expression.

321. STUDIES IN LANGUAGE. (3)

A course intended to give the student a general view of language and some intensive work in one area of language study, such as the following: history of language, history of grammar, lexicography, language and culture, dialects and language variations, semantics, and language theory.

The class will be conducted as a seminar in which students will be expected to do independent study in a selected area and make reports to the class.

322. STUDIES IN LINGUISTICS. (3)

A study of the main tenets of structural linguistics, with some attention to the relation between linguistic theories and older theories about language.

Prerequisite: Composition 321 or permission of the instructor.

LITERATURE

CONCENTRATION: At least six semester hours from Literature 203, 204, and 205; 421-422; and at least 18 additional semester hours from literature courses numbered 300 and above, as approved by the major advisor.

Prerequisite for all literature courses numbered 300 or above, for the class of 1965 and later: six semester hours from Literature 203, 204, 205; for the classes of 1963 and 1964: six semester hours from English or Comparative Literature courses numbered 200 or above, or six semester hours from Literature 203, 204, or 205.

201, 202. MASTERS OF BRITISH LITERATURE. (3, 3)

A study of representative works of the recognized masters of English poetry and prose, from the beginnings to the present day. In the first semester, from the Anglo-Saxon period through the 17th century; in the second semester, the 18th, 19th, and 20th centuries.

An elective course, not credited toward a major in literature. Literature 201 prerequisite to 202.

203. THE NATURE OF PROSE FICTION. (3)

A course designed to prepare students for perceptive reading of prose fiction by enabling them to see what it is as literature. The reading will consist mainly of selected short stories and novels. The majority of the stories and novels studied will be the works of recognized British and American authors.

Offered both semesters.

204. THE NATURE OF POETRY. (3)

A course designed to prepare students for perceptive reading of poetry by enabling them to see what it is as literature. The reading will consist mainly of selected poetry chosen to illustrate important characteristics of poetry. The poetry studied will be almost exclusively the work of recognized British and American writers.

Offered both semesters.

205. THE NATURE OF DRAMA. (3)

A course designed to prepare students for perceptive reading of drama by enabling them to see what it is as literature. The reading will consist mainly of selected plays chosen to illustrate important characteristics of drama.

Offered both semesters.

308. LITERARY COMPOSITION. (3)

Practice in writing and in criticism of the essay, short story, and poem, in view of a final piece of sustained, related work, for students with interest in and aptitude for composition.

Permission of the instructor required.

309. STUDIES IN LITERARY FORMS. (3)

Intensive explorations of the nature, and perhaps the evolutions, of a selected literary form. Examples of forms that might be treated are the novel, the sonnet, the ode, and the dramatic monologue.

A subtitle will be used to indicate the form to be studied each time the course is offered.

May be taken more than once with different subtitles.

Fall 1962-1963: Ballad.

310. STUDIES IN LITERARY MOVEMENTS AND ATTITUDES. (3)

Study of a group of literary works that can profitably be considered together as representative of a particular movement, point of view, or attitude—a body of material in which there are important similarities in emotional, aesthetic, or intellectual content.

A subtitle will be used to indicate the body of material to be studied each time the course is offered. May be taken more than once with different subtitle.

Fall 1962-1963: Modern British Poetry.

Spring 1962-1963: (a) Medievalism.

Spring 1962-1963: (b) Greek Dramatic Literature.

311. STUDIES IN LITERATURE AND HISTORY. (3)

An effort to illustrate the illumination that can be brought to literature through a study of the effect of a significant event or closely related series of events in intellectual history upon subsequent literary works.

A subtitle will be used to indicate the subject to be dealt with each time the course is offered. May be taken more than once with different subtitle.

Spring 1962-1963: Existentialism and Literature.

312. STUDIES IN INDIVIDUAL AUTHORS. (3)

Consideration of a significant and coherent portion of the work of a single author.

A subtitle will be used to indicate the author used each time the course is offered. May be taken more than once with different subtitle.

Fall 1962-1963: Shakespeare.

313. STUDIES IN A NATIONAL LITERATURE. (3)

Consideration of some significant portion of the literature of one nation.

A subtitle will be used to indicate the particular nation considered each time the course is offered. May be taken more than once with different subtitle.

Fall 1962-1963: American Literature up to the Civil War.

Spring 1962-1963: American Literature after the Civil War.

314. COMEDY. (3)

A critical study of selected comedies, from Aristophanes to the present.

1963-1964.

315. TRAGEDY. (3)

A critical study of selected tragedies from Aeschylus to the present.

1962-1963.

316. SATIRE. (3)

A study of the nature of satiric writing in various forms and of the special demands that satiric works make upon a reader. The works of Swift, Dryden, and Pope will be central to the course.

1962-1963.

317. LITERARY CRITICISM. (3)

An approach—through readings of critical theory and through student practice on actual literary work—to a method of literary evaluation.

1962-1963.

318. MYTH AND SYMBOL IN LITERATURE. (3)

A study of the basis of literature in symbol and its relation to myth; some attention will also be given to the structure of implication inherent in literature.

1963-1964.

411. READINGS ON A THEME OR CHARACTER TYPE. (3)

An intensive exploration of a group of works chosen because of their emphasis upon a particular problem, theme, or type of character.

A subtitle will be used to indicate the theme or character-type used each time the course is offered. May be taken more than once with different subtitle.

Spring 1962-1963: Literary Treatments of the Underworld.

421-422. THE LITERATURE OF ENGLAND. (3-3)

A seminar course for seniors, in which each student will be expected to fill in gaps in her knowledge of British literature, come to understand the place of the major figures in the history of the literature, and develop some understanding of the trends and movements from Beowulf to the present.

Not offered in 1962-1963.

450. DIRECTED STUDY. (2, 3, or 4)

Open to advanced students by permission of the instructor.

MATHEMATICS

Professor Hoyle; Associate Professor Jenkins; Associate Professor Oates.

Concentration: Mathematics 102, 201, 202, 301, 302, 401, and 12 semester hours selected from Mathematics 204, 303, 405, 406, and 450 as approved by the major advisor.

101. An Introduction to Mathematical Analysis. (3)

Equations, inequalities, and graphs; algebraic, trigonometric, and exponential functions.

Designed especially for students who lack a satisfactory background in college algebra and trigonometry.

102. Analytic Geometry and Calculus. (3)

A coordinate presentation of loci, using the calculus, the straight line, circle, parabola, ellipse, and hyperbola, together with an introduction to the calculus as applied to algebraic functions.

Prerequisite: Mathematics 101 or its equivalent.

103. Mathematics of Finance. (3)

A study of mathematical principles in modern business.

105. An Introduction to the Principles of Modern Mathematics. (3)

An elementary axiomatic development of the real number system; a study of the fundamental concepts which underlie the structure of numbers and the operations with numbers in arithmetic and algebra.

201, 202. Calculus I and II. (3, 3)

Differentiation and integration of algebraic and transcendental functions with applications.

Prerequisite: Mathematics 102 or its equivalent.

204. Plane and Solid Analytic Geometry. (3)

A continuation of topics in plane analytic geometry, followed by a presentation of curves and surfaces in space.

Prerequisite: Mathematics 102 or its equivalent.

Alternate years; offered 1962-1963.

301. Calculus III. (3)

A continuation of topics in the calculus including multiple integrals, series, expansion of functions, hyperbolic functions, and partial differentiation with applications.

Prerequisite: Mathematics 202.

302. DIFFERENTIAL EQUATIONS. (3)

A presentation of the principal methods of solving ordinary and partial differential equations.

Prerequisite: Mathematics 301.

303. ADVANCED COLLEGE ALGEBRA. (3)

A second course in college algebra; a study of such topics as complex numbers, determinants, theory of equations, permutations and combinations, probability, mathematical induction, scales of notation, undetermined coefficients, series, partial fractions, indeterminate equations, and theory of numbers.

Prerequisite: Mathematics 202.

Alternate years; offered 1962-1963.

306. STATISTICAL METHODS. (3)

An elementary study of the statistical methods as applied to business and social sciences.

401. AN INTRODUCTION TO MODERN ALGEBRA. (3)

A presentation of the theory of integral domains, fields, groups, rings, vector spaces, matrices, and other selected topics.

Prerequisite: Mathematics 202.

405, 406. STATISTICAL INFERENCE. (3, 3)

A study of the relation of sample to population with the consideration of statistical problems such as testing of hypotheses, estimation, and experimental design.

Prerequisite: Mathematics 202.

Alternate years; offered 1963-1964.

450. MATHEMATICS SEMINAR. (3)

A seminar course in advanced phases of mathematics.

Open to senior mathematics majors with permission of the instructor.

Prerequisite: Mathematics 302.

Offered when there is sufficient demand.

MUSIC

Professor Stegner; Professor Holliday; Professor Snyder; Associate Professor May; Associate Professor Morrison; Assistant Professor Drinkall; Assistant Professor Eagle; Assistant Professor Hermann; Assistant Professor Johnson; Mrs. Coker; Mr. Lammers.

CONCENTRATION IN MUSIC UNDER BACHELOR OF ARTS DEGREE: Forty semester hours in music including Music 101-102, 111-112, 205, four years of ensemble work* and at least one semester hour of private training in applied music for four semesters. At least 18 of the 40 hours shall be in courses numbered 300 and above. An audition is required at the beginning of the freshman year to determine the level of proficiency and the instructor with whom the student should be assigned.

The following courses are suggested for particular emphasis in the following fields:

1. Sacred Music: Music 306, 307, 315, 316, 317, 415, and three additional hours in applied music.
2. Applied Music: Music 306, 308, and nine additional hours in applied music. At the end of the sophomore year a qualifying examination will be given in the applied area.
3. History and Literature: Music 306, 307, 308, 310, 407, and three additional hours in applied music.
4. Theory: Music 306, 310, 409, 450 in the field of composition, and three additional hours in applied music.
5. Public School Music: Music 307, 308, 415, 416 and nine additional hours in applied music.** (Education 321-322 would be considered necessary, even though not included in the 40 hour concentration. Other professional and music requirements should be discussed with the advisor.)

THE BACHELOR OF MUSIC DEGREE: An audition is required at the beginning of the freshman year to determine the level of proficiency and the instructor with whom the student should be assigned. Also required are Music 101-102, 111-112, 205, 206, four years of ensemble work*, and the following:

1. In Applied Music. Forty-five additional hours in music apportioned as follows: sixteen hours in a chosen instrument, recital in junior year, Music 400, two to four hours in history and literature, and nine to 15 additional hours in theory. At the end of the sophomore year a qualifying examination will be given in the applied area.
2. In General Music Education. Education 302, 321-322, 341, 342, 442, Psychology 207, and 25 additional hours in music apportioned as follows: six hours in piano, six hours in voice, six to seven additional hours of applied music**, six to 12 additional hours of theory, and three additional hours of history and literature.
3. In Instrumental Music Education. Education 302, 321-322, 341, 342, 442, Psychology 207, 21 hours of applied music** (six to 12 hours in a major instrument and nine to 15 hours in two minor instruments), and six to 12 additional hours of theory.

100. INTRODUCTION TO MUSIC. (3)

A course designed to equip the student for intelligent music listening.

Closed to music majors; elective for all other students.

101-102. THEORY OF MUSIC. (3-3)

Introduction to the elements of music; exercises in sight-singing, rhythmic, harmonic, and melodic dictation; written and keyboard harmony.

Five hours a week.

111-112. INTRODUCTION TO THE HISTORY AND LITERATURE OF MUSIC. (3-3)

A basic course emphasizing the broad aspects of music in western civilization from approximately 500 B.C. to the present.

205, 206. ADVANCED THEORY OF MUSIC. (3, 3)

Melodic, rhythmic, and harmonic dictation; sight-singing in the various clefs; written and keyboard harmony.

Five hours a week.

230. MUSIC METHODS FOR ELEMENTARY TEACHERS. (3)

A study of theory, ear training, sight-singing, and methods of teaching music in elementary schools. Designed for students desiring the elementary teacher certificate.

Closed to music majors; elective for all other students.

306. COUNTERPOINT. (3)

Basic contrapuntal technique is acquired through exercises in various rhythmic ratios. The student becomes acquainted with the outstanding forms of 18th century contrapuntal music and is provided the knowledge and practice in writing in these forms.

307. MUSIC LITERATURE FROM 1450 TO 1750. (3)

A study of the choral and instrumental literature of the Ars Nova to the Monodic Revolution, followed by a study of the rise of opera, oratorio, orchestral and keyboard music, etc., during the Baroque Era.

308. MUSIC LITERATURE FROM 1750 TO 1900. (3)

A study of the newly perfected forms of orchestral, chamber, and keyboard music as found in the works of Haydn, Mozart, and the earlier Beethoven. That study will be followed by the examination of the progression of the romantic element in the music of the 19th century.

310. FORM AND ANALYSIS. (3)

A study of basic musical forms through stylistic and critical analysis of various musical compositions.

315. MUSIC LITERATURE FOR THE CONGREGATION AND THE CHOIR. (3)

Examination of hymns, anthems, motets, responses, service settings, and choral music from all periods with particular reference to use in Christian worship. Emphasis will be directed toward preparing a strong program for those who expect to be engaged in any phase of church music.

Open to all students.

316. CHRISTIAN LITURGIES AND THEIR MUSIC. (3)

A course to acquaint the student with the liturgical heritage of the Christian church. Attention will be given to the historical development of liturgical practices and music in their relation to Protestant worship and usage.

Open to all students.

317. THE ORGAN IN THE CHURCH SERVICE. (3)

A comprehensive study of playing the organ for the various services of the church with instruction in hymn playing, anthem playing, modulation, improvisation, and appropriate service music to be used during the church year.

Open to all students.

400. SENIOR RECITAL. (1)

The preparation and performance of a full public solo recital in the major instrument.

407. MUSIC LITERATURE OF THE TWENTIETH CENTURY. (3)

Analysis of 20th century composing techniques as found in the compositions of Schoenberg, Hindemith, Stravinsky, etc.

409. ORCHESTRATION. (3)

A study of modern orchestral instruments, with practice in instrumental scoring.

411. PIANO PEDAGOGY. (3)

Analysis of fundamental requirements and examination of available material for students in all age groups from pre-school through college. Discussions of such problems as common deficiencies, practicing, recitals, studio management, interpretation, style, and memorizing.

Alternate years; offered 1962-1963.

415. CHORAL CONDUCTING. (3)

A discipline of basic conducting techniques applied to the specific task of producing music with a choir.

416. INSTRUMENTAL CONDUCTING. (3)

A course in orchestral conducting technique and score reading.

450. Advanced Studies in Music. (3)

Students, approved by the music faculty, having displayed unusual interest and scholarship in some specific phase of music, may pursue this interest under the guidance of an appointed faculty member.

151, 152; 251, 252; 351, 352; 451, 452. Applied Music for Non-Music Majors. (1, 1)

One half-hour private lesson each week in organ, piano, strings, or voice. At least five hours practice each week is required. See fee schedule page 74.

153, 154; 253, 254; 353, 354; 453, 454. Applied Music for Non-Music Majors. (2, 2)

Two half-hour private lessons each week in organ, piano, strings, or voice. At least nine hours practice each week is required. See fee schedule page 74.

161, 162; 261, 262; 361, 362; 461, 462. Applied Music for Music Majors. (1, 1)

One half-hour private lesson each week in organ, piano, strings, or voice. At least six hours practice each week is required. See fee schedule page 74.

163, 164; 263, 264; 363, 364; 463, 464. Applied Music for Music Majors. (2, 2)

Two half-hour private lessons each week in organ, piano, strings, or voice. At least twelve hours practice each week is required. See fee schedule page 74.

Choir. (1 A.H. or 1 S.H.)*

Admission by audition only. Repertoire includes a cappella works from the 15th century through the contemporary period.

Instrumental Ensemble. (1 A.H. or 1 S.H.)*

Work in chamber groups: accompanying, sonatas, trios, quartets, beginning orchestra and/or Queens Chamber orchestra. By audition only.

Chorus. (1 A.H. or 1 S.H.)*

This choral organization is for singers of average ability who wish to experience the pleasure of group participation.

Piano Class. (1 A.H.)

Two weekly sessions of one hour, in which classes of several students each are instructed in the beginning phases of piano playing. Elective for students with no previous training.

String Class. (1 A.H.)

Two weekly sessions of one hour, in which classes of several students each are instructed in the beginning phases of string playing.

*One Activity Hour or one semester hour is gained each semester, but registration must be for an entire year. Semester hours thus gained may not be counted towards the 40 hour music concentration or the 120 hours required for graduation under the A. B. program.

**Choir may be substituted for three hours of voice credit if taken for at least three semesters. Chorus may be substituted for two hours of voice credit if taken for at least three semesters. Instrumental ensemble may be substituted for two hours of applied music credit in the instrument played if taken for at least three semesters.

NURSING EDUCATION

Miss White.

401. Ward Teaching and Supervision. (3 or 6)

A study of the theory and practice of ward teaching and supervision as applied to situations within a nursing school. Students may enroll for theory without the practice.

Three hours lecture, nine hours laboratory a week. Three semester hours credit for lectures without laboratory.

PHILOSOPHY

Associate Professor Beidler.

Concentration: Philosophy 101, 203 or 204, 301, 302, 303, and nine hours from other philosophy courses. In addition six hours of pertinent course work from other departments is to be chosen by the student in consultation with the major advisor.

101. Reflective Thinking. (3)

An elementary consideration of the processes of thought based on the foundations of logic. This includes a study of perception, communication, types and uses of language, in addition to an elementary study of the scientific method. This course is designed to help beginning students acquire more adequate methods of study and creative thinking.

203. Introduction to Philosophy. (3)

A consideration of the basic questions of life: What is man? What is reality? Have the universe and man a purpose or are they a machine? What is the basis for values? Is knowledge possible? These questions and others are oriented towards helping the student find a coherent "philosophy of life." The course emphasis is upon ethics.

204. Philosophy of Religion. (3)

A constructive and sympathetic investigation into the bases for the major religious issues. It is the intent of this course to lead the student to a carefully reasoned understanding of such basic religious beliefs as the nature of man, good and evil, free will and determinism, immortality, and the nature of God and the world. In this study the student is introduced to philosophy through religion.

301. History of Western Philosophy:
Part I. Ancient and Early Medieval. (3)

The problems of philosophy are treated historically with a focus on the great ideas that have shaped the course of Western thought. The development of these ideas in the writings of some of the great philosophers is traced. The first part of the course treats the history of ideas from their beginnings in the Pre-Socratics and carries their development up to the late medieval movements towards humanism.

302. HISTORY OF WESTERN PHILOSOPHY: Part II. Late Medieval and Modern. (3)

A continuation of 301, this course begins with Peter Abelard and includes the ideas that have shaped the modern cultures up to the 19th century.

Prerequisite: Philosophy 301.

303. ORIENTAL PHILOSOPHY. (3)

A survey of Asian cultures and the systems of thought that have had lasting impression on the Orient, with intensive study of some of the major ideas that have influenced the development of Oriental religions and philosophy. Major emphasis will be put on the development of Hinduism and its legacy to Buddhism. To some extent the growth of Buddhism throughout Asia will be traced. Confucianism and Taoism will be considered as they both relate to the development of Chinese and Japanese thought.

403. SPECIAL STUDIES IN PHILOSOPHY. (3)

A one semester study of a topic of special interest in philosophy, treated as readings and/or seminar. Following are some of the topics which might be of particular interest, others by arrangement with different topics are chosen each time.

a. Symbolic Logic.
b. Ethics.
c. Contemporary Philosophy.
d. American Philosophy.
e. Special Studies in Indian Philosophy.

NOTE: Education 341, Literature 401, 402, Mathematics 304, Phychology 401, Religion 304, and Sociology 449 may be credited towards the major in philosophy.

PHYSICAL EDUCATION

Mrs. Magher; Miss Woolen.

The department offers the following classes for one Activity Hour credit each:

PHYSICAL EDUCATION ACTIVITY I

- Badminton
- Basketball
- Conditioning Exercises
- Deck Tennis
- Swimming

Physical Education Activity II

Dancing
Golf
Swimming
Tennis
Volleyball

The department offers classes for Activity Hour credit in the following areas:

Dance—modern, folk, and social.

Dolphin Club—one activity hour credit will be assigned for a year's participation in the Dolphin Club; membership is based upon try-out.

Golf—beginning.

Horseback Riding—additional fee.

Swimming—beginning, intermediate, synchronized, senior life saving, water safety instructors.

Tennis—beginning and intermediate.

Classes in Senior Life Saving and Water Safety Instruction are open only to students who can present the requisite skill in swimming.

PHYSICS

Associate Professor Oates.

101-102. General Physics. (4-4)

A beginning course in physics covering the fundamental principles of mechanics, heat, magnetism, electricity, sound, and light; applications and illustrations of these general principles.

Prerequisite: Elementary algebra and plane geometry.

Three hours lecture, three hours laboratory a week.

PSYCHOLOGY

Professor Joyce H. Shealy; Professor Babb; Associate Professor Norman.

Concentration: Psychology 201, 202, 305, 306, 401, and at least 15 additional hours in the department, as approved by the major advisor. The following courses are recommended in addition to the major requirements: Biology 105; Mathematics 101.

Prerequisites: Psychology 201 is prerequisite to Psychology 207. Psychology 201 and 202 are prerequisite to all other courses in the department.

201. General Psychology. (3)

A survey of the general field of psychology with emphasis on the methods and results of scientific investigation of human behavior.

202. INTRODUCTION TO THE STUDY OF PERSONALITY. (3)

An approach stressing methods of personality study, with emphasis on present day clinical and experimental techniques.

207. DEVELOPMENTAL PSYCHOLOGY. (3)

The study of childhood and adolescence, stressing factors associated with both normal and abnormal personality development. Representative cases are considered.

Prerequisite: Psychology 201.

302. APPLIED PSYCHOLOGY. (3)

A survey of the principles of psychology which are applicable to the problems of business, industry, and the professions.

Offered only in the Department of Adult Education.

303. SOCIAL PSYCHOLOGY. (3)

A psychological approach to the processes of social interaction; group processes; consideration of the measurement of social attitudes and public opinion.

304. ABNORMAL PSYCHOLOGY. (3)

A study of behavior pathology as seen in normal, neurotic, and psychotic individuals. The approach is descriptive, with emphasis on case studies and methods of treatment.

305. STATISTICAL METHODS IN PSYCHOLOGY. (3)

An elementary study of the statistical methods used in psychological research, including a consideration of both descriptive and inferential statistics.

306. EXPERIMENTAL METHODS IN PSYCHOLOGY. (3)

A study of the methods used in conducting psychological research. Principles, techniques, and apparatus appropriate to research are studied through a series of experiments.

Prerequisite: Psychology 305.

311. PSYCHOLOGICAL TESTS. (3)

An introductory study of the major types of psychological tests and the principles of test evaluation.

401. SYSTEMS OF PSYCHOLOGY. (3)

A study of the philosophical background of psychology, the emergence of psychology as a natural science, and the formulation of modern types of approach. Emphasis is placed on current systems of psychology.

402. THEORY OF PERSONALITY. (3)

A critical study of theories of personality and related research.

407. LEARNING THEORY. (3)

A study of different theoretical approaches to problems of learning with emphasis upon experimental findings.

450. INDEPENDENT STUDY. (3)

An opportunity for the student who shows serious interest and exceptional ability to work intensively in an area of psychology through reading and/or experimental research.

SECRETARIAL PRACTICE

Assistant Professor West.

101. ELEMENTARY TYPEWRITING. (2)

Training to attain a minimum sustained writing speed of 35 words per minute; introduction to letter forms.

Two hours a week. May not be credited toward graduation.

102. INTERMEDIATE TYPEWRITING. (2)

Building of typing speed to a minimum of 45 words per minute; accurate production of business forms and statistical tables.

Two hours a week. May not be credited toward graduation.

Prerequisite: Secretarial Practice 101 or its equivalent.

111. ELEMENTARY SHORTHAND. (3)

Development of a comprehensive reading and writing knowledge of Gregg shorthand.

112. INTERMEDIATE SHORTHAND. (3)

Continuation of Secretarial Practice 111 with building of shorthand vocabulary of business terms and development of a minimum sustained note-taking speed of 80 words per minute on new dictation material with 95 per cent accuracy in transcription.

Prerequisite: Secretarial Practice 111 or its equivalent.

221. ADVANCED SHORTHAND AND TRANSCRIPTION. (3)

Building of minimum sustained note-taking speed on new material to 110 words a minute and production of commercially acceptable transcripts.

Prerequisite: Secretarial Practice 112 or its equivalent.

234. SECRETARIAL PRACTICE AND OFFICE MANAGEMENT. (3)

Correlation of all phases of secretarial work, including specialized dictation and transcription, office management and procedures, uses of office equipment, and secretarial personality development.

Prerequisite: Secretarial Practice 112 or its equivalent.

SOCIOLOGY

Professor Pohlman; Miss Sessions.

CONCENTRATION: Sociology 203, 204, 449, 450, and 21 semester hours to include at least nine additional hours in sociology and one or more courses in at least two of the following fields: economics, history, political science, and psychology, or in others as approved by the major advisor.

PREREQUISITES: For all sociology courses numbered 300 or above the general prerequisite is Sociology 203 or upper-class standing and permission of the instructor.

203. PRINCIPLES OF SOCIOLOGY. (3)

Concepts, terms, and principles used in analyzing social group structure and behavior: processes of interaction, units of social organization, culture, personality, social change.

204. SOCIAL ISSUES AND PROBLEMS. (3)

Problems related to changing contemporary society and the disputed issues involved, such as those associated with urbanization, institutional functions, individual liberty.

302. THE MODERN FAMILY. (3)

The contemporary family in the United States, viewed as a social group within the larger society; considerations in the selection of a marriage companion, personal goals in marriage, preparation for family life; supplementary surveys of marriage and family practices in past and alien cultures.

[303. SOCIAL PSYCHOLOGY. (3)

A psychological approach to the processes of social interaction; group processes; consideration of the measurement of social attitudes and public opinion.]

308. MINORITY GROUP RELATIONS. (3)

Social and cultural aspects of racial and other minority group relations; special attention to Negro-White relations in the United States.

309. INTRODUCTION TO SOCIAL WORK. (3)

A pre-professional survey for those considering social work and for teachers, nurses, and religious workers interested in the philosophy and principles involved; exploration of various agencies and their functions.

Alternate years; offered 1962-1963.

313. SOCIAL ANTHROPOLOGY. (3)

Culture, its nature and variability; culture and personality; enculturation processes; case studies of alien peoples, with emphasis on primitive societies; applications of derived conclusions to contemporary culture contacts.

316. WOMEN IN SOCIETY. (3)

The social status of women and their roles in the cultures of societies in various parts of the world through history; the specific responsibilities and opportunities of women in contemporary society, requirements for their maximum personal and social fulfillment.

Alternate years; offered 1963-1964.

318. CRIME AND DELINQUENCY. (3)

A sociocultural approach to the nature, detection, causes, treatment, and prevention of delinquency and crime.

449. SENIOR SEMINAR (THEORY). (3)

The development and present status of sociological theory; advanced study for senior majors in sociology, with emphasis on the student's independent work under the professor's guidance.

450. SENIOR SEMINAR (RESEARCH). (3)

Methods and goals of sociological research designed to acquaint the student with the possibilities and limitations of various types: readings and projects in special areas of interest.

Prerequisite: A course in basic statistics.

SPEECH

Assistant Professor Hadley.

100. INTRODUCTION TO THEATRE ARTS. (3)

A survey of the multiple arts of the theatre from the Greek period to the present time with special emphasis on developing an appreciation of the drama through an analysis of the playscript and a consideration of its stage presentation through continually evolving methods of acting, directing, lighting, scene design, makeup, and costuming.

103. FUNDAMENTALS OF SPEECH. (3)

An initial concentration upon the development of a pleasing and efficient voice through training in phonetics, diction, and projection followed by practical application of vocal principles through group discussion and the delivery of speeches for all occasions. Emphasis is also placed upon improving ability in listening analytically as well as creating skill in thinking, writing, and speaking in public with proper poise, logic, and confidence.

201. ORAL INTERPRETATION. (3)

A course designed to develop ability in analysis and appraisal of literature with concentration upon the development of skill in oral interpretation so as to communicate with maximum effectiveness. A study is made of proper vocal and platform techniques with emphasis on voice quality, projection, animation, and poise.

321. PLAY PRODUCTION FOR CHURCH AND SCHOOL. (3)

A study of such production procedures as directing, set designing, costuming, lighting, and makeup on the church and lower school levels. Special attention is given to play selection and proper use of minimum equipment.

400. INDIVIDUAL PROJECTS IN SPEECH. (3)

A course providing the opportunity for advanced work in such fields as debate, parliamentary procedure, oral interpretation, speech therapy, group discussion, and public speaking. Open to those students who have successfully completed all other courses related to their special interest and who desire still more concentrated work. Requirements set and research directed by the instructor with emphasis on individual needs and interests.

402. INDIVIDUAL PROJECTS IN DRAMATICS. (3)

A course providing the opportunity for advanced work in such fields as acting, playwriting, theatre design, directing, costuming, makeup, radio, and television. Open only to those students who have successfully completed all other courses related to their special interest and who desire still more concentrated work. Requirements set and research directed by the instructor with emphasis on individual needs.

Expenses

General Fees

An application fee of $10 is required of all new students. It is not refundable.

Upon entrance all fees for the year are charged against a student's account. A student entering at the beginning of the second semester will have fees for that semester charged against her account. Payments must be made for the full year or arrangements made with the treasurer to pay the account according to a deferred payment schedule.

The general fee for a regular full-time student for both semesters of the scholastic year is:

Resident Students	$1,850.00
Commuting Students	800.00
Part-time Students, per semester hour	25.00

The general fee includes tuition and infirmary and other services; and for resident students includes room and board. In addition there are several fees as stated in the course descriptions, and the student activity fee of $50 which is assessed by the Student Government Association. These fees are collected by the college at the time of registration.

The Board of Trustees reserves the right to make necessary adjustments in the schedule of charges at any time.

The college offers the following deferred payment schedule:

	Resident Student	Commuting Student
New students: By May 1 Returning students: On or before June 15 } Not Refundable	$ 100.00	$ 35.00
On entrance in September	550.00	345.00
Also on entrance in September, Student Activity Fee	50.00	50.00
On November 10	400.00	140.00
On January 10	400.00	140.00
On March 10	400.00	140.00

All payments must be made directly to the treasurer. Checks should be made payable to Queens College.

Communications concerning all business transactions should be addressed to the treasurer.

WITHDRAWALS

Students who withdraw from the college during the year on their own initiative and with the approval of the dean of the college will be charged for the full semester during which the student withdraws.

SUSPENSIONS

Any student suspended by the college for reasons other than academic regulations is responsible for the payment of fees for the full year.

Information Concerning Expenses

BOOKS AND MISCELLANEOUS EXPENSES

The cost of books and supplies will vary with the courses taken, but the average expense is about $50. Such an amount should be on hand upon entrance. The expenses outside of college, such as travel, clothing, amusement, and incidentals, vary according to the individual student. If a student wishes to become a member of a sorority, either social or honorary, there are additional costs for initiation, dues, and special assessments.

STUDENT BANK

A student bank is operated by the business office for the convenience of students. The college urges that the students use the college banking facilities. The student bank is open Monday through Friday from 10:00 a.m. to 12:00 noon and from 2:00 p.m. to 4:00 p.m.

INFIRMARY

Although no medical fee is charged, the college maintains an infirmary where three graduate nurses are on duty. The college physician holds regular clinics twice a week without cost to student and is called at any time if it seems advisable after the student has been admitted to the infirmary. His fee for special visits and consultations outside of clinic hours and the cost of special medicines are paid by the student. If the physician recommends removal to a hospital, all expenses are paid by the student.

LAUNDRY

Laundry is not included in the above charges. The college offers facilities for handling this item efficiently and economically at the expense of the student. *NOTE: The college exercises every precaution to protect the property of students but will not be responsible for any loss which may occur.*

FEES FOR PART-TIME STUDENTS

A student registered for 11 semester hours or less (including an activity as the equivalent of one semester hour) is classed as a part-time student and will be charged at the rate of $25 per semester hour plus the $50 student activity fee. Part-time students carrying less than six semester hours will not be charged the student activity fee.

Special Fees

Such expenses as other special fees will be charged according to the schedule applying to all students.

APPLIED MUSIC FOR FULL-TIME COLLEGE STUDENTS

Regardless of the number of private music lessons taken each week throughout a semester in any number of instruments the total fee is	$ 37.50
Use of practice studio (including piano) for scheduled daily practice throughout a semester	5.00
Use of a school instrument (violin, viola, flute, etc.) for practice throughout a semester, activity hour participants excepted	5.00
Use of organs for scheduled daily practice throughout a semester	10.00

APPLIED MUSIC FOR PART-TIME COLLEGE AND NON-COLLEGE STUDENTS

One half-hour lesson each week throughout a semester in piano, organ, strings, or voice	50.00
Each additional half-hour lesson each week throughout a semester in piano, organ, strings, or voice	50.00
Use of practice studio (including piano) for scheduled daily practice, per semester	10.00
Use of school instrument (violin, viola, flute, etc.) for practice, per semester	10.00
Use of organs for scheduled daily practice, per semester	20.00

OTHER SPECIAL FEES

Education 442, 444	
For 45 hours of practice teaching	30.00
For 60 hours of practice teaching	40.00
Diploma Fee, including diploma and rental of cap, gown, and hood	12.00
Late Registration Fee	5.00
Transcript Fee (for each one after first one)	1.00
Tuition, per semester hour in excess of 17 semester hours not including applied music and activity hours	25.00

In lieu of a contingent fee, the college reserves the right to assess a student for any unnecessary damage to property.

Regulations Regarding Payment of Fees

All fees are charged for the academic year at the time of registration and in case of a student's registering for one semester only the semester fees would be charged.

No discount or scholarship award may be applied against the $100 initial payment.

Upon signing the application for admission, the parent or guardian (or the applicant if not a dependent) accepts as binding and contractual all fees and regulations set forth in the catalogue.

A student will not be permitted to attend classes or to take a final examination until satisfactory arrangements have been made to meet all financial obligations.

A diploma, certificate, or transcript of record will not be granted until the student's account is paid in full. Where a note is proffered, it is accepted with the understanding that the account is not considered settled until the note is paid.

Financial Aid

Financial assistance is available at Queens College to enable students of ability to meet their financial needs. However, students with no financial need are eligible for some scholarships.

Students may receive three types of financial assistance at Queens: scholarships, loans, and tuition reductions. Scholarships are available to freshmen and upperclassmen and are based on financial need and academic merit. Those students who do not wish to apply for scholarships, or who may not qualify, may apply for student loans. Tuition reductions of $350 are granted, upon application, to students who are daughters of ministers who are members of the presbyteries in the synods of North Carolina and South Carolina.

In order to qualify for any type of financial assistance, the student must first be approved for admission to the college as a full-time degree candidate.

Scholarships

Scholarships vary in amount depending upon financial need, and all recipients perform some service to the college. Experience has proved that this is an important factor in the education of the student and gives her a sense of responsibility, self-reliance, and independence. Assignments for college service of from four to 12 hours a week are made in proportion to the amount of the award.

In making awards the Scholarship Committee considers:

The student's interest in attending college.
Academic ability.
Personality and character.
Financial need.

Scholarships are of two kinds:

I. College Scholarships (open to both freshmen and upperclassmen).

II. Honors Scholarships
Queens Scholarships (open to entering freshmen).
Dana Scholarships (open to upperclassmen).

COLLEGE SCHOLARSHIPS

College scholarships are available primarily to provide financial assistance to able and worthy students with good academic ability and personal qualities.

Grants of from $200 to $900 are awarded, depending upon the student's need as indicated, in part, by the Parents' Confidential Statement to the College Scholarship Service: resident students, $200 to $900; commuting students, $200 to $500.

Students whose demonstrated need exceeds the amount of the scholarship grant may apply for loans.

To apply for a college scholarship the applicant must first qualify as a full-time degree candidate at the college. To provide evidence of financial need the entering student submits a Queens College Scholarship application form to the Admissions Office and a Parents' Confidential Statement to the College Scholarship Service. These forms should be filed not later than March 15 of the year of expected entrance. The Queens Scholarship application form may be obtained from the Admissions Office at the college. The Parents' Confidential Statement may be obtained from the college admissions office, the applicant's high school counselor, or the College Scholarship Service.

The Scholarship Committee, in making an award, will review all of the student's credentials: the high school record, standardized test scores, personal recommendations, the Queens College Scholarship application, and the College Scholarship Service's evaluation of the Parents' Confidential Statement. All awards are made on an annual basis. Renewal of a scholarship is not automatic; the recipient must maintain a satisfactory academic average and remain in good standing at the college.

A Queens student may apply for the renewal of a college scholarship grant or she may initiate a request for scholarship consideration. Awards are based upon academic achievement and financial need. The student must file the Queens Scholarship application and the Parents' Confidential Statement with the dean of the college before February 15. These forms may be obtained from the office of the dean of the college.

Married students are not eligible for scholarships.

HONORS SCHOLARSHIPS

Queens and Dana Scholarships are designed to honor truly outstanding students. It is the intention of the faculty and administration to recognize the potential of these students and to assign to them special honor and special responsibility commensurate with their ability. The scholars are expected to live up to their talents, and the college obligates itself to do all in its power to help these students explore the full range of their potentialities.

There are special seminars for Queens and Dana Scholars. These seminars serve several purposes. They guarantee that each of the scholars will have the stimulation of at least one class composed solely of students of similar ability. Secondly, they are planned with the knowledge that superior students usually enter college with skills well developed, in communication for example; hence, the seminars will give the students opportunities to work at advanced levels and in individualized ways. One main task of the seminars—especially in the freshman year—is to help students develop methods of critical and imaginative analysis which will help them become self-directing. Finally, the faculty members are aware that the seminars may prove to be means for discovering educational methods which could be applied with value to the entire curriculum.

All holders of Queens and Dana Scholarships function as Scholar Assistants to faculty members. This role and the relationships it entails are among the most important aspects of the scholarship program. This role is a means through which the scholar is enabled to render some regular return of service to the college, in amount of five hours per week. In no case would such service constitute earning the whole grant although one main reason for having the service provision is to give scholars an opportunity to share in providing for their own education. Every effort will be made to assign Queens and Dana Scholars as assistants to faculty in fields of their interest and to help them perform duties of direct academic import.

QUEENS SCHOLARSHIPS.*

Approximately 15 of the most outstanding applicants for first-year admission to the college are chosen for this program and are designated Queens Scholars. They are selected by a faculty committee on the basis of very high academic ability and unusual promise as to personality, character, and leadership potential. The program includes a special seminar, taken in lieu of English composition, designed to help the student develop her capacity for scholarship in general college work.

Entering students who have excellent high school records, superior abilities, and outstanding character qualifications may become candidates for Queens Scholarships. Those students in need of financial assistance must submit the Queens Scholarship application form to the Admissions Office and the Parents' Confidential Statement to the College Scholarship Service. Awards of from $100 to $1,450 are made, according to need as indicated, in part, through the Parents' Confidential Statement of the College Scholarship Service. Outstanding students who do not need financial assistance are encouraged to apply. Token grants of $100 are made to those students selected who do not have financial need.

Each Queens Scholar will serve for five hours a week as Scholar Assistant to a faculty member. The appointment will generally be made in the field of the student's interest.

Students whose demonstrated need exceeds $1,450 will be eligible for loans.

DANA SCHOLARSHIPS.*

Appointment as a Dana Scholar carries the recognition of superior achievement at the college level. A minimum quality point average of 1.75 is a prerequisite for consideration; personal qualifications and contributions to the life of the college community are also considered. Approximately 45 Dana Scholars are appointed by a faculty committee annually with 15 from each of the three upperclasses.

Dana Scholars participate in a seminar each year at their respective class levels. Each of these seminars is directed by two faculty members. The sophomore and junior seminars are in special subject matter fields—often of an interdisciplinary character—with topics to suit the particular needs of the group involved. The senior seminar is concerned with the philosophy of the liberal arts. Seminars carry three semester hours credit each semester.

Each Dana Scholar serves as Scholar Assistant to a faculty member five hours a week. Service is similar to that of Queens Scholars but adapted to the increasing maturity and interest of the individual scholar.

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*A descriptive booklet on the Queens Scholarship Program and the Dana Scholarship Program may be obtained by writing the college Admissions Office or the dean of the college.

Dana Scholars receive financial grants of from $100 to $1,450 according to need as indicated, in part, through the Parents' Confidential Statement of the College Scholarship Service. Students having no financial need are eligible for appointment as Dana Scholars and receive the token minimal grant of $100 and participate in all phases of the program.

Students whose demonstrated need exceeds $1,450 are eligible for loans.

If the Dana Scholar maintains at least the minimal standards for appointment she will be reappointed to the program for subsequent years.

Endowed Scholarships

One of the distinguishing features of the Queens College scholarship program is that effort is made to help establish relationships between donors and recipients of scholarships. Here as in all other aspects of the college, it is assumed that education is a matter of personal encounter; and it is considered highly desirable that the scholarship students have some acquaintance with those whose concern and generosity help them to attend college.

Therefore, it is the practice at Queens to give to a scholarship holder the name and address of the donor of her grant and to encourage her to correspond with that person. It is also the practice to inform the donors of the appointees' names and to keep them informed regarding the progress of these students. It is the experience of the officers of the college that both parties in this relationship benefit by it.

Mr. Charles A. Dana has created at Queens a major upper-class scholarship program which bears his name. The following endowed scholarships have also been established by friends of the college:

The Katherine Cramer Angell
The Mr. and Mrs. William H. Barnhardt
The Belk Brothers
The Mary Henry Belk Memorial
The Elizabeth Blair Memorial
The Dorothy Brown
The Sara Doll Burgess
The Samuel C. and Wilhelmina C. Byrd
The Mr. and Mrs. Martin L. Cannon
The Sallie McAlister Carson
The Charlotte-Mecklenburg Alumnae
The Charlotte Observer
The Charlotte Panhellenic Congress
The Pattie Morris Cole
The Mr. and Mrs. J. H. Cutter
The Salene Hutchison Dalton
The Dalton-Hutchison
The Dorsett-Johnson
The Eloise Butt Dowd
The W. Carey Dowd, Jr.
The Dr. and Mrs. R. A. Dunn
The Efird Brothers
The Mr. and Mrs. H. H. Everett
The W. M. and Kate Cleveland Hagood
The Minnie Olive Harry Memorial
The C. E. Hutchison
The Susan Nye Hutchison
The Mr. and Mrs. J. B. Ivey
The Jerry Jernigan Memorial
The C. W. Johnston
The Emma Lilian Keigwin
The W. S. Lee Memorial
The Lethco Memorial
The Lily Long (Alumnae)
The Joe and Emily Lowe
The W. T. McCoy Memorial
The Emma Gold McPheeters
The Charles E. Neisler Memorial
The Gertrude M. Norman
The Mr. and Mrs. J. M. Oldham
The Mr. and Mrs. David Ovens
The Laura Janette Quattlebaum
The Eloise Rankin
The Abbie Tuttle Robinson
The Mr. and Mrs. Frank O. Sherrill
The Mr. and Mrs. J. Luther Snyder

The Frazer Foundation
The Peter S. Gilchrist
The Jane Parks Grey
The Jane Rea Grey
The Lula Jane Grey
The Loma Squires
The Mr. and Mrs. R. L. Stowe
The W. Z. Stultz
The J. D. Swinson
The Ufford-Northrop

REGULATIONS GOVERNING SCHOLARSHIPS

All scholarships are awarded annually by a faculty committee after application has been made by the student for initial or renewal appointment. Although funds are not sufficient to assist all students who apply for aid, every effort will be made to assist as many as possible. All applicants each year should submit the regular Queens Scholarship Application form which may be secured from the director of admissions or the dean of the college. Those wishing to be considered for Queens or Dana Scholarships should so indicate at the top of that application form; a special application is not necessary.

Queens College is one of about 300 colleges which are members of the College Scholarship Service, a non-profit agency, the function of which is to help member colleges arrive at a more nearly equitable estimate of student need than would be possible otherwise.

The entering student who wishes to apply for a scholarship should send a Parents' Confidential Statement regarding financial condition to the College Scholarship Service, which will then compute an estimate of the family's means and send this to the college. These application forms may be secured from The College Scholarship Service, Box 176, Princeton, New Jersey; or Box 27896, Los Angeles 27, California; from the Admissions Office of Queens College; or from one's high school counselor or principal.

The new student should submit her scholarship application along with the application for admission—preferably not later than March 15. She should submit her Parents' Confidential Statement to the College Scholarship Service by March 5. Awards will be made after students have been accepted for admission.

The returning student should submit her application and her Parents' Confidential Statement of the College Scholarship Service by February 15 to the dean of the college (not to the College Scholarship Service itself).

A basic condition for appointment to any scholarship at Queens College is that the applicant shall have both ability and seriousness of purpose as evidenced by academic achievement. The condition for retaining a scholarship for the second semester of a year is that a student's academic achievement be commensurate with her ability, which will vary from student to student. The Scholarship Committee reserves the right to revoke an award if the academic work or conduct of the recipient is not satisfactory.

No resident student who holds a scholarship will be permitted to have the regular use of an automobile while in college.

If it is necessary for a student to withdraw during the year, the total grant is prorated to expenses incurred according to the regulations governing withdrawal.

Scholarships at Queens College will be awarded only to those students whose intention is to graduate from Queens, exception being made only when the recipient of a scholarship secures the permission of the dean of the college or the president.

Scholarship applications from transfer students will be considered only after action has been taken on scholarship applications of entering freshmen and returning upperclassmen.

After arrangements for the student's account have been made, any scholarship which is received by a student from sources other than Queens College may be deducted from the amount granted by the college, unless the college has been notified in advance of this additional scholarship.

REDUCTION OF TUITION: DAUGHTERS OF MINISTERS

A reduction of $350 in tuition is given a student whose father is a minister in a presbytery of the synods of North Carolina or South Carolina of the Presbyterian Church in the United States. The recipient must be classified as a full-time student. The reduction will be granted only on application to the dean of the college filed not later than 30 days prior to registration.

Loan Funds and Student Employment

Loans to students of Queens College to enable them to pay educational expenses are available from a number of funds, including the following:

The Albert Grady Harris
The Lily Long, U.D.C.
The Mackorell
The Panhellenic
The James T. Porter
The Queens College National Defense Student Loan Fund
The Signers Chapter of D.A.R.

The following are the principal conditions:

1. Loans will be available to those who are full-time college students who are in good standing and are capable of maintaining such standing. Students who have been regularly accepted for admission are eligible for loans to be received during their freshmen year.

2. Each applicant will be required to show financial need.

3. The college will give special consideration to the application of students who meet one or both of the following conditions:
    a. Are students with superior academic background who plan to teach in public elementary or secondary schools; or
    b. Are students with superior capacity or proficiency in the sciences, mathematics, or a modern foreign language.

4. Students may borrow up to $1,000 per year or a total of $5,000 during their undergraduate academic careers.

5. The amount of the loan will be paid to the student in installments during the school year.

6. Repayment of the loan normally will begin one year after the borrower stops being a full-time student and will take place in ten equal annual installments so that the total amount of the loan will have been repaid with interest by the conclusion of the eleventh year after the student leaves an institution of higher education. However, the student may repay the loan more rapidly than this schedule indicates if she is able; alternatively, in case of financial difficulty she may request the college to extend her repayment period or she may request an arrangment providing for graduated periodic installment payments.

7. Interest at the rate of 3% starts with the first payment; that is, the money will have been loaned without interest during the years of study and for one year thereafter.

8. If the borrower dies or is disabled before the debt is paid, the total liability will be canceled.

9. If the borrower becomes a full-time teacher in a public elementary or secondary school, up to one-half of the loan (plus interest on that amount) will be forgiven, at the rate of 1/10 per year of teaching.

10. Forms for use in applying for a loan are to be secured from the Office of the Dean of the College, Queens College, Charlotte 7, North Carolina.

Students will occasionally have opportunity for employment at the college during the school year. Applications for such employment should be addressed to the business manager.

HARRIS
HALL

Student Activities

Student Organizations

STUDENT GOVERNMENT ASSOCIATION

Upon registration, each student automatically becomes a member of the Student Government Association which has set the following aims as the purpose of its existence: to encourage self-government; to promote constructive policies pertaining to scholastic and extracurricular activities; to stimulate the highest standards of honor in all matters of personal conduct; and to make and to enforce regulations which are in harmony with the college administration and which will encourage a progressive and cooperative student life.

The organization of student government is outlined in a constitution granted by the Board of Trustees of the college. Its regulations are printed in full in a special handbook sent new students before the opening of college each year.

QUEENS CHRISTIAN ASSOCIATION AND RELIGIOUS LIFE

This program includes every student. The cabinet of the Queens Christian Association, with a faculty committee, plans chapel and Religious Re-emphasis Week. The association also sponsors programs for Sunday evenings and services for special occasions and promotes community projects.

The college makes every effort to enrich the religious life of the students. While Queens College is a church-related college in the Presbyterian denomination, it welcomes students of all faiths, and care is taken not to interfere with the church preference of students. A chapel service is held each Tuesday and Friday.

SORORITIES

There are on the campus of Queens College six national social sororities: Alpha Delta Pi (Beta Iota Chapter), founded at Wesleyan College on May 15, 1851; Alpha Gamma Delta (Gamma Gamma Chapter), founded at Syracuse University in 1904; Chi Omega (Theta Gamma Chapter), founded at the University of Arkansas on April 5, 1895; Kappa Delta (Alpha Omicron Chapter), founded at Virginia State Normal on October 23, 1897; Phi Mu (Gamma Gamma Chapter), founded at Wesleyan College on March 4, 1852; and Alpha Chi Omega (Delta Eta Chapter), founded at DePauw University on October 15, 1885.

Only those students who are candidates for a degree at Queens College may be considered for membership in the national sororities.

ART CLUB

The purpose of the club is to develop among members of the student body a sensitivity to the fine arts.

BIOLOGY CLUB

This is an organization to develop greater interest in biological sciences and to inform students of the new developments and opportunities in the field. The club is affiliated with the North Carolina Collegiate Academy of Sciences.

DOLPHIN CLUB

This group, composed of students skilled in swimming styles and synchronized swimming, plans and presents an annual water show. Membership is by try-out only.

TENNIS CLUB

The Tennis Club provides the opportunity for students interested in tennis to play for recreation and in competition.

QUEENS PLAYERS

Organized by and for the students to afford practical experience in the multiple arts of the theatre, the Queens Players welcomes any member of the student body willing to participate actively in the efforts to provide stimulating entertainment in drama on the Queens College campus.

STUDENT PUBLICATIONS

The Coronet, the yearbook, is a factual and photographic record of Queens students and student activities.

Queens Current is a bulletin published by the Student Legislature. It is issued to the student body at the end of each week and contains the calendar of all campus activities and meetings for the following week as well as any other announcements which are of interest to all students, faculty, and administration.

The Student Handbook, a publication of the Student Government Association, describes in full the Student Government Association, its constitution, and regulations of the college and faculty.

Logos is a literary magazine which seeks to encourage good writing, helps to foster student opinion, and attempts to stimulate interest in current affairs.

Swatches, a publication of the Student Government Association, is a book of pictures of entering students. It is compiled during the summer prior to the opening of the college year and distributed during Orientation Week.

MUSIC

Queens College Choir

This is a group chosen in September by audition. The organization sings very frequently at chapel services, campus concerts, concerts in the city of Charlotte, and church services. Each spring the choir tours for one week in the South or East.

QUEENS CHAMBER ORCHESTRA

This organization is designed to play orchestral works of small to intermediate size, such as Baroque concerti grossi, Haydn and Mozart symphonies, and contemporary works.

QUEENS COLLEGE CHORUS

This choral organization is open to all students in the college. Several campus appearances are made each year. The repertoire is chosen for singers of average ability who wish to experience the pleasure of group participation.

RECITALS

Faculty recitals are presented as a part of the college music program. Junior and senior applied music majors give individual recitals as partial fulfillment of graduation requirements. Many non-majors in applied music appear on programs throughout the year.

Services and Regulations

STUDENT HEALTH SERVICE

The health program at Queens College is under the supervision of a physician and the dean of students. Annual health reports to be filled out by the family physician are required of all students. An infirmary is maintained where three graduate nurses are on duty and where the college physician has regular consultation hours.

The purpose of the infirmary is to protect the health of all and to treat outpatients or bed patients who have minor illnesses. In the case of major illnesses or operations, arrangements are made with Charlotte hospitals by the college physician and the parents of the student. Infirmary bed patient service is provided for boarding students only. No medical fee is charged for infirmary services; but, if it is advisable that a physician be called on a case, the student pays his fee and the cost of special medicine.

ASSIGNMENT OF ROOMS

Reservations of rooms by returning students will be made between April 9 and May 15 in the Office of the Dean of Students. An agreement signed by student and parents to make the initial payment due June 15 will be required before a reservation may be made.

Assignment of rooms and roommates will be mailed to freshmen late in August.

STUDENT ACTIVITY FEE

The student activity fee is required of all except part-time students carrying six semester hours or less, with whom it is optional. Payment of this fee entitles the student to receive the college magazine, *logos*, and the yearbook, *The Coronet;* provides for membership in the Queens College Lecture Series; and finances the program of the Student Government Association.

PLACEMENT BUREAU

The Placement Bureau is operated by the Public Relations Office as a service to students and alumnae. Cumulative records are kept for all persons registered with the bureau. Biographical information, academic and professional qualifications, and personal recommendations are included in individual Placement Bureau folders sent to prospective employers. The office maintains an active register of positions and employers, and students and alumnae are notified of positions available in their particular vocations. Because of the extensive and continuing use which graduates make of this office, it is most important that each senior complete material for a dossier before she leaves the campus.

Community Services

THE PROGRAM OF ADULT EDUCATION

The Department of Adult Education serves the educational needs of men and women of the Charlotte area. Here adults may enroll for the purpose of securing college credits which may be used for transfer in satisfaction of degree or certification requirements. Others may want college training for vocational advancement or for self-improvement.

Many credit courses offered in the Department of Adult Education are open to students who may wish to enroll on an audit or non-credit basis.

Special or non-credit courses are organized from time to time for vocational, professional, or cultural groups. All such courses are also open to other interested individuals.

SUMMER SESSION

The Queens Summer Session is limited to students living in Charlotte or within commuting distance of the campus. All courses offered are for college credit and are taught by regular members of the Queens faculty supplemented by visiting instructors.

The schedule of dates for the session is shown on the college calendar. A special summer school bulletin, listing course offerings, is published in March and may be obtained by writing the dean of the college.

NON-COLLEGE DIVISION OF THE DEPARTMENT OF MUSIC

This division performs one of the oldest community services that Queens offers to Charlotte and the surrounding areas. Instruction is offered to students of all ages — from the very young to the adult — in the following areas: organ, piano, strings, and voice. The recital hall, the Belk Memorial Moeller organ, the instruments belonging to the department, the extensive library of phonograph recordings, scores, music, and books, and other facilities of the department are all available to the non-college student.

Alumnae Association

All graduates and former students are organized in this association. The purpose of the association is to develop, strengthen, and utilize the bonds of affection between the college and its alumnae and among the alumnae themselves. At the present time three alumnae are members of the Board of Trustees.

The Alumnae Association is a member of the American Alumni Council, and the college is a member of the American Association of University Women.

ALUMNAE ASSOCIATION OFFICERS

President—Mrs. Michael G. Myers, Charlotte, N. C.
First Vice-President—Mrs. John C. Tiddy, Charlotte, N. C.
Second Vice-President—Miss Laura Quattlebaum, Conway, S. C.
Corresponding Secretary—Mrs. William R. Wallace, Jr., Shelby, N. C.
Recording Secretary—Mrs. Robert S. Brannan, Charlotte, N. C.
Treasurer—Mrs. Gerald T. Barnes, Jr., Charlotte, N. C.
Past President—Mrs. Phelps Brooks, Chester, S. C.
Trustee Representatives: Mrs. W. H. Belk, Charlotte, N. C.
Mrs. Curtis B. Johnson, Charlotte, N. C.
Mrs. S. P. Stowe, Belmont, N. C.
Ex officio—Miss Gordon Freeman, Director of Alumnae Affairs

ALUMNAE ADMISSIONS REPRESENTATIVES

New England
  Mrs. Hugh B. Dickey, 25 Huckleberry Road, Lynnfield, Massachusetts ED 4-5368

Middle Atlantic
  Mrs. Barton Brown, 8 Montrose Avenue, Summit, New Jersey—CR 3-3706

Northern Ohio
  Mrs. W. M. Kirkpatrick, Jr., 1000 Nelaview Rd., Cleveland Heights 12, Ohio MU 1-8161

Southern Ohio
  Mrs. L. Thomas Blackburn, 501 Walnut Springs Road, Dayton, Ohio AX 3-7840

South Central
  Mrs. Robert Lynn, 1971 Mignon Ave., Memphis, Tennessee—BR 4-3342

Middle West
  Mrs. William Witherspoon, 6401 Ellenwood Ave., St. Louis, Missouri PA 7-0804

Southwest
  Miss Mary Jean McFadyen, 5300 S. Main St., Houston 4, Texas—JA 9-9506

Queens College Personnel

Board of Trustees

H. H. Everett, *Chairman*
The Rev. James E. Fogartie, *Secretary*

TERM EXPIRES 1963
- Thornton H. Brooks *(Synod of N. C.)*, Greensboro, N. C.
- The Rev. Joseph W. Everett, Jr. *(Synod of S. C.)*, Rock Hill, S. C.
- The Rev. James E. Fogartie *(Synod of N. C.)*, Charlotte, N. C.
- Mrs. Curtis B. Johnson *(Synod of N. C.—Alumna)*, Charlotte, N. C.
- L. A. McCall, Jr. *(Synod of S. C.)*, Florence, S. C.
- Carl G. McCraw *(Trustees)*, Charlotte, N. C.

TERM EXPIRES 1964
- Mrs. William C. Cannon *(Synod of N. C.)*, Concord, N. C.
- McAlister Carson *(Trustees)*, Charlotte, N. C.
- W. Priestly Conyers, Jr. *(Synod of S. C.)*, Spartanburg, S. C.
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- H. H. Everett *(Trustees)*, Charlotte, N. C.
- The Rev. Edward G. Lilly, D.D. *(Synod of S. C.)*, Hartsville, S. C.
- Hunter Marshall *(Synod of N. C.)*, Charlotte, N. C.
- Mrs. S. P. Stowe *(Synod of N. C.—Alumna)*, Belmont, N. C.

TERM EXPIRES 1965
- John M. Akers *(Synod of N. C.)*, Gastonia, N. C.
- William H. Barnhardt *(Trustees)*, Charlotte, N. C.
- James J. Harris *(Trustees)*, Charlotte, N. C.
- The Rev. Lynn T. Jones, D.D. *(Synod of S. C.)*, Columbia, S. C.
- Dr. F. L. Knight *(Synod of N. C.)*, Sanford, N. C.
- Paul Quattlebaum *(Synod of S. C.)*, Conway, S. C.

TERM EXPIRES 1966
- The Rev. Julian Lake, D.D. *(Synod of N. C.)*, Winston-Salem, N. C.
- Mrs. W. H. Belk *(Trustees—Alumna)*, Charlotte, N. C.
- Mrs. J. M. H. Fitzgerald *(Synod of S. C.)*, Columbia, S. C.
- H. F. Kincey *(Synod of N. C.)*, Charlotte, N. C.
- S. C. McMeekin *(Synod of S. C.)*, Columbia, S. C.
- C. P. Street *(Trustees)*, Charlotte, N. C.

Edwin R. Walker, *President, ex officio*

ADVISORY TRUSTEES:
- Mrs. James R. Angell *(Alumna)*, New Haven, Conn.
- Irwin Belk, Charlotte, N. C.
- Arthur H. Burgess, Hickory, N. C.
- Charles G. Chatham, Greenwich, Conn.
- Harry L. Dalton, Charlotte, N. C.
- J. B. Glover, Marietta, Ga.
- Benjamin S. Horack, Charlotte, N. C.
- Dr. James A. Jones, Richmond, Va.
- J. B. Meacham, Jr., Charlotte, N. C.
- Arthur N. Morris, Baltimore, Md.
- William F. Mulliss, Charlotte, N. C.
- J. Norman Pease, Charlotte, N. C.

Officers of Administration

Edwin R. Walker, A.B., B.D., Ph.D., LL.D., *President*
Jack W. Rollow, A.B., M.A., Ph.D., *Vice-President*
Herbert E. Babb, A.B., M.S., Ph.D., *Dean of the College*
Don Farquharson, B.S., *Treasurer*
George S. Kilner, B.S., *Business Manager*
Ann S. Gebhardt, B.F.A., M.A., *Dean of Students*
Robert W. Shaw, B.S., M.A., *Director, Department of Adult Education*
Mildred L. Miscally, A.B., M.A., *Director of Public Relations*
Harry C. Biser, B.S., M.A., *Director of Admissions*
Catherine M. Atkins, A.B., Ed.M., *Registrar*
M. Phoebe Oplinger, A.B., M.L.S., *Librarian*
Gordon Q. Freeman, A.B., M.A., *Director of Alumnae Affairs*
Louise T. Rudisill, B.S., *Administrative Assistant to the President*

Administrative Assistants and Staff

Carol Blanton, *Secretary, Business Office*
Annie G. Bobbitt, *Resident Counselor*
Myra C. Bristol, A.B., *Secretary, Evening College*
Mary L. Carter, A.B., *Resident Counselor*
Ray S. Clark, *Multilith Operator*
Amy Lou Cotter, *Secretary, Admissions Office*
Lucile Cummings, *Resident Counselor*
Dorothy G. Denman, A.B., M.L.S., *Assistant Librarian and Cataloguer*
Robert P. Eisele, B.S., *Food Service Director*
Gertrude G. Gill, B. S., *Secretary, Music Department*
Lorena A. Goeller, *Resident Counselor*
Elouise I. Gourley, *Secretary, Business Office*
Marilou Gower, *Secretary, Alumnae Office*
Carrie B. Green, *Resident Counselor*
Ruth Herron, B S., *Superintendent of Dormitories*
Sandra S. Hill, A.B., *Secretary, Library*
Jane E. Hoke, A.B., M.A., *Admissions Counselor*
Katherine Jenkins, *Clerk, Library*
Sally R. Jones, *Secretary to the Dean of the College*
Margaret S. Kelley, *Assistant, Public Relations Office*
Claribel H. Lyon, *Secretary to the Dean of Students*
Donald D. McNeill, *Assistant to the Treasurer*
Veronica M. Noetling, *PBX Operator*
Sam W. Poplin, *Operations Engineer*
Jean L. Rayburn, A.B., *Admissions Counselor*
Kate Squires, *PBX Operator*
Frances D. Walter, A.B., *Secretary to the Vice-President*
Dorothy A. Wentz, *Secretary, Business Office*

Student Health Service

Marvin M. McCall, M.D., *College Physician*
Ingrid M. Alexander, R.N., *Resident Nurse*

Faculty

EDWIN R. WALKER, *President*
A.B., B.D., Ph.D., LL.D., Southwestern University; Vanderbilt University; University of Chicago.

JACK W. ROLLOW, *Vice-President*
A.B., M.A., Ph.D., Texas Christian University; Cornell University.

HERBERT E. BABB, *Dean of the College and Professor of Psychology*
A.B., M.S., Ph.D., Emory University; University of Kentucky.

ETHEL M. ABERNETHY, *Professor Emeritus of Psychology*
A.B., M.A., Ph.D., D.Sc., Duke University; Johns Hopkins University; University of Chicago; Queens College.

HERBERT V. CARSON, *Professor Emeritus of Bible, Religion, and Philosophy*
A.B., B.D., Th.M., D.D., Washington and Lee University; Union Theological Seminary, Richmond; Southwestern at Memphis.

RENA C. HARRELL, *Librarian Emeritus*
A.B., M.A., A.B., in L.S., Queens College; University of North Carolina; Library School, Emory University.

ELSIE STOKES MOSELEY, *Professor Emeritus of Music*
National Conservatory, New York; Pupil of Adel Margulies, Edwin Hughes, W. B. Goatee.

LAURA A. TILLETT, *Professor Emeritus of English Literature*
A.B., M.A., Duke University; Columbia University; Harvard University; Cambridge University.

MILDRED MORSE MCEWEN, *Carol Belk Professor of Chemistry*
A.B., M.A., Ph.D., Queens College; University of North Carolina.

SARAH MCKEE NOOE, *Professor of Biology*
B.S., M.A., Meredith College; Columbia University; Furman University; University of Virginia; Woman's College of the University of North Carolina; University of Washington.

JOHN A. HOLLIDAY, *Professor of Music*
A.B., M.A., Hamline University; University of Minnesota.

HUGHES B. HOYLE, JR., *Professor of Mathematics and Physics*
A.B., M.A., University of North Carolina; New York University.

GEORGE A. STEGNER, *Dana Professor of Music*
B.S., B.Mus., M.Mus., D.F.A., Miami University, Oxford, Ohio; Cincinnati Conservatory; Chicago Musical College; Aspen School of Music, Colorado.

JACK H. FEHON, *Dana Professor of Biology*

B.S., M.S., Ph.D., University of Florida; Florida State University; University of Wisconsin.

C. LOUISE SALLEY, *Professor of History*

A.B., M.A., Ph.D., University of Tennessee; Duke University; University of Michigan; University of Washington; University of Pau, France.

ROBERT A. SNYDER, *Professor of Music*

B.S., M.S., D.Mus., University of Illinois; Indiana University.

*DONALD E. LEWIS, *Professor of Chemistry*

B.S., M.S., Ph.D., Abilene Christian College; Florida State University; University of Tennessee, Memphis.

DOUGALD McD. MONROE, JR., *Dana Professor of Literature and English Composition*

A.B., M.A., Ph.D., Washington and Lee University; Northwestern University; Osmania University, Hyderabad, India.

NORRIS W. PREYER, *Dana Professor of History*

A.B., M.A., Ph.D., University of North Carolina; University of Virginia; Harvard University; University of Wisconsin.

JOYCE HAYES SHEALY, *Professor of Psychology*

A.B., M.A., Ph.D., University of South Carolina; Ohio State University; University of North Carolina.

EDMUND T. WEIANT, *Z. Smith Reynolds Professor of Foreign Languages*

A.B., Ph.D., Kenyon College; Cornell University; Universitat Basel; University of Michigan; Indiana University.

EDWARD W. POHLMAN, *Dana Professor of Sociology*

A.B., M.A., Ph.D., Emmanuel Missionary College; Ohio State University.

GEORGE A. SHEALY, *Carol Belk Professor of Art*

Indiana University; Chicago Art Institute; Bell School of Art; Oxbow School of Painting.

THELMA ALBRIGHT, *Associate Professor of Literature and English Composition*

A.B., M.A., Greensboro College; Duke University.

ELEANOR LLOYD JENKINS, *Associate Professor of Mathematics*

A.B., M.A., Queens College; University of North Carolina.

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*Leave of absence 1962-1963.

MARY LEE TAYLOR, *Associate Professor of Bible and Religion*

A.B., M.R.E., Salem College; The Biblical Seminary, New York; George Peabody College for Teachers; New York University.

JOHN D. MORRISON, *Associate Professor of Music*

B.Mus., M.Mus., A.A.G.O., Northwestern University; University of Minnesota; St. Olaf College.

PHILIP MOOSE, *Associate Professor of Art*

Stevens School; National Academy; Columbia University Art School; Skowhegan School of Painting; Taxco School of Art, Mexico; Academy of Fine Arts, Munich.

WILLIAM BEIDLER, *Associate Professor of Philosophy*

B.S., M.A., Ph.D., University of California; University of North Carolina; Osmania University, Hyderabad, India.

ROBERTA T. S. CHALMERS, *Associate Professor of Literature and English Composition*

A.B., M.A., B.Litt., D.Litt., Mount Holyoke College; Radcliffe College; Oxford University; Kenyon College.

ALBERT R. MAY, *Associate Professor of Music*

Boston University College of Music; Juilliard School of Music.

RUSSELL P. NORMAN, *Associate Professor of Psychology*

A.B., M.A., Ph.D., University of Minnesota; University of North Carolina.

ELIZABETH G. WRIGHT, *Associate Professor of Bible and Religion*

A.B., B.C.S., B.D., Ph.D., Wilson College; Rider College; Yale Divinity School; Williams College, Massachusetts.

YANCEY LEONARD MEDLIN, *Associate Professor of Education*

A.B., M.Ed., University of North Carolina; University of Colorado; Eastern Kentucky State College.

JIMMIE C. OATES, *Associate Professor of Physics*

B.S., M.S., Memphis State University; Vanderbilt University.

ELIZABETH CHANDLER CUMMING, *Visiting Associate Professor of Literature and English Composition*

A.B., M.A., Smith College; Oxford University.

SARAH IRENE DUNLAP, *Assistant Professor of Home Economics*

B.S., M.A., Winthrop College; University of Tennessee.

MILDRED L. MISCALLY, *Assistant Professor of Journalism*
A.B., M.A., University of Georgia.

NANCY EAGLE, *Assistant Professor of Music*
B.S., M.A., Woman's College of the University of North Carolina; Peabody College; Catawba College; University of North Carolina; Appalachian State Teachers College; University of Indiana.

CAROLINE GORDON RICHARDSON, *Assistant Professor of Modern Languages (French)*
A.B., M.A., Winthrop College; University of the South, Sewanee, Tennessee; University of South Carolina; University of Minnesota; Laval University, Quebec; Institut de Phonetique, Paris; University of Toulouse, Pau, France.

ANN STELLHORN GEBHARDT, *Assistant Professor of Art*
B.F.A., M.A., Lake Erie College; Ohio State University.

SARAH M. WEST, *Assistant Professor of Secretarial Practice*
B.S., M.R.E., Winthrop College; Woman's Missionary Training School, Louisville, Kentucky.

CHARLES O. HADLEY, *Assistant Professor of Literature and English Composition*
A.B., M.A., Davidson College; University of North Carolina; University of Besancon, France; Duke University; University of Birmingham, Stratford, England.

MARIE E. JOHNSON, *Assistant Professor of Music*
B.Mus., M.Mus., Greensboro College; Cincinnati Conservatory of Music; University of Hawaii.

MARY FAITH CARSON, *Assistant Professor of Religion*
A.B., M.A., B.D., Salem College; Presbyterian School of Christian Education; Union Theological Seminary.

JAMES H. LOVELL, JR., *Assistant Professor of Literature and English Composition*
A.B., M.A., Texas Christian University; Vanderbilt University.

ROGER DRINKALL, *Assistant Professor of Music (Cello)*
B.Mus., M.Mus., Curtis Institute of Music, Philadelphia; University of Illinois.

HERBERT A. HERMANN, *Assistant Professor of Music (Piano)*
B.Mus., M.Mus., Indiana University.

MARJORIE T. KIRBY, *Assistant Professor of Modern Languages*
A.B., M.A., Birmingham-Southern College; University of North Carolina; University of Havana.

MARY THOMAS SMITH, *Assistant Professor of Education*
A.B., M.A., East Carolina College; Indiana University.

CHARLES E. BREWER, JR., *Visiting Assistant Professor of Economics*
A.B., Princeton University.

RUTH R. MAGHER, *Instructor in Physical Education*
B.S., Woman's College of the University of North Carolina; University of North Carolina; Johns Hopkins University.

JANE FRAZIER COKER, *Instructor in Music*
B.Mus., Salem College.

JOCELYN E. AGNEW, *Instructor in Literature and English Composition*
A.B., Southwestern at Memphis; University of Michigan.

ELIZABETH L. HODGES, *Instructor in French*
A.B., Emory University.

JOSEPH E. LAMMERS, *Instructor in Music*
B.Mus., M.Mus., University of Alabama; Sherwood School of Music, Chicago; Florida State University.

G. ANNE SESSIONS, *Instructor in Sociology*
A.B., M.A., Columbia College; University of North Carolina.

DAVID C. STUNTZNER, *Instructor in Art*
A.B., M.F.A., Northwestern University; School of the Art Institute, Chicago.

SANDRA A. WOOLEN, *Instructor in Physical Education*
A.B., R.N., Greenville General Hospital of Nursing; University of North Carolina.

ROBERT L. SMITH, *Visiting Lecturer in Chemistry*
B.S., Abilene Christian College; Memphis State University; University of Tennessee.

Affiliated Faculty in the Nursing Program

ANNE PLEASANTS WHITE, *Director of Education, Presbyterian Hospital School of Nursing*
A.B., R.N., M.A., Flora Macdonald College; Stuart Circle Hospital School of Nursing, Richmond, Virginia; Columbia University.

BACHELOR OF ARTS

Susan Womble Abernethy
cum laude
Patricia Gaynor Arscott
Lane Rockett Baugh
Doris Evelyn Beam
Rae Ellen Beebe
Judith Locke Black
Margaret McIver Blevins
Ann Frances Bloodworth
Virginia Lee Bopp
Trula Sutton Booth
Mary Stewart Covington Bradford
Nancie Brook Brady
Marcia Lucretia Brinkley
Bernice Joanna Brooks
Ramona Orta Buckman
Frances Linder Carter
Linda George Cashwell
Martha Marie Clyburn
Carol Helen Cochran
Ruth Goldman Cohen
Mary Louise Coiner
Susanna Linthicum Coley
Nancy Gray Cook
Mary Allen Craig
Myra Lou Dailey
Jane Carolyn Dudley
summa cum laude
Cornelia Elizabeth Dunwoody
Ina Rose Edwards
Corah Ann Fischer
Faye Von Tress Garmon
Melinda Connell Goodman
Marilee Guigou
Margaret Madeline Hahn
Kathleen Helms
Ann Katherine Hobbs
Mary Pearl Hopkins
Jean Carol Huddleston
Yvonne Louise Huskey
Sara Ann Jennette
Ida Elizabeth Johnson
Helen Joanne Jones
cum laude
Basiliki Peter Karagianni
Judith Ann Koelmel
Susanne Bernice Lane*
Alacia Jane Lee
June Horner Lowsley
Marie Elliott McClure
Mary Moffett McClure
Sara Swann McLaughlin
Flora Christian McNair
Jane Elizabeth Magnan
Gail Deanna Merrell
Ruth Tweed Metcalf
Suzann Sutton Morton
Sara Butler Mullis
Nancy Moore Nanney
Helen Lawrence Pearre
Linda Ellis Pegram
Ann Lampley Pharr
Judith Page Prestridge
Patsy Long Price
Harriet Barrow Rogers
Marian Smith Rogers
cum laude
Sue Woodson Rohrbaugh
Mary Virginia Rose
Jane Marie Sanders
Marie Wilkins Sawyer
cum laude
Ruth Christina Scholten
magna cum laude
Geoffrey Jordan Schott
Rebecca White Shaffer
Patricia Moore Sims
Christine Butler Snyder
Marion Gene Stallworth
Jane Tyler Tallman
Rebecca Anne Thompson
Cynthia Parrott Trobaugh
Genie Vance
Anita Louise Warlick
Barbara Harrison West
Margaret Jameson White
Peggy Elaine Wiriden
Martha Woods

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*With Honors Thesis: "Selfhood and Meaninglessness in Tillich and Camus"

BACHELOR OF SCIENCE

Juanita McLeod Clontz
Lynn Marian DeAngelis
Carolyn Clara Dobbins
Phoebe Jane Weiss
Frances Ussery West
Harriett Elliott Whitley

BACHELOR OF MUSIC

Ruby Marlene Broome

DOCTOR OF LAWS

Susie Marshall Sharp

Distinguished Teaching Award

In order to emphasize the fact that quality of teaching is the most important single concern of Queens College, the Board of Trustees, in June, 1958, created a Distinguished Teaching Award in the amount of $2,000 to be awarded at the end of each academic year. The conditions of the award are:

> The recipient of the award shall be selected by the president and the dean of the college after consultation with individual members of a committee appointed by the president to assist in the selection of the person to receive the Distinguished Teaching Award.
>
> The award shall be used for travel, further study, or other means of professional advancement.
>
> The recipient of the award shall not be eligible for selection for the award for a period of five years.

YEAR	RECIPIENT
1958-1959	Stuart D. Currie
1959-1960	Mildred M. McEwen
1960-1961	Dougald McD. Monroe, Jr.
1961-1962	Jack H. Fehon

Honors And Awards 1961-62

College Marshals
Suzanne Haynes MacRae, *Chief Marshal*
Kay Shuler Davis
Mary Elizabeth Rivers
Charlotte Ann Gaulding
Roberta Louise Gittings
Ellen Barrier
Abby Ethel Little

The Algernon Sydney Sullivan Medallions
Patricia Gaynor Arscott
Mrs. S. P. Stowe

The Charlotte Panhellenic Congress Award
Sandra Cash

The Queens College Panhellenic Scholarship Cup
Alpha Delta Pi

The Kappa Delta Science Award
Helen Joanne Jones

Journalistic Awards
Creative Writing Cup: Kay Shuler Davis
The Jernigan Journalistic Award: Patricia Gaynor Arscott
The Coronet Award: Jane Trivette

Recreation Association Sportsmanship Award
Martha Woods

Alpha Chi Omega Creative Writing Award
None

Alpha Delta Pi Mathematics Award
Ruth Christina Scholten

Chi Omega Social Science Award
Jane Carolyn Dudley: *Economics*

Sigma Upsilon Award for Research
None

Delta Omicron Award
Doris Evelyn Beam

Membership in American Guild of Performing Artists
None

GORDON KEITH CHALMERS PERSONAL LIBRARY PRIZE
Cynthia Parrott Trobaugh

DOLPHIN CLUB AWARD
Patricia Moore Sims and Martha Woods

STUART D. CURRIE AWARD
Melinda Goodman

WHO'S WHO IN AMERICAN UNIVERSITIES AND COLLEGES

Patricia Gaynor Arscott
Ann Frances Bloodworth
Linda George Cashwell
Jane Carolyn Dudley
Corah Ann Fischer
Melinda Connell Goodman
Susanne Bernice Lane
Suzann Sutton Morton
Ruth Christina Scholten
Mary Virginia Rose

ELECTED TO SIGMA MU

Susan Womble Abernethy
Sheila Sue Camlin
Mary Pauline Campbell
Ruth Goldman Cohen
Kay Shuler Davis
Jane Carolyn Dudley
Ina Rose Edwards
Melinda Connell Goodman
Anne Hilton Holmead
Helen Joanne Jones
Suzanne Haynes MacRae
Flora Christian McNair
Mary Elizabeth Rivers
Marian Smith Rogers
Ruth Christina Scholten

ELECTED TO VALKYRIE

Ann Dunn Aldrich
Virginia Kent Anderson
Georgena Sue Dyer
Charlotte Ann Gaulding
Claudia Evelyn Johnson
Jane Wyatt Lawther

ELECTED TO ORB AND SCEPTRE

Patricia Gaynor Arscott
Ann Frances Bloodworth
Linda George Cashwell
Melinda Connell Goodman
Susanne Bernice Lane
Ruth Christina Scholten
Patricia Moore Sims
Marion Gene Stallworth

ELECTED TO SIGMA UPSILON

Patricia Gaynor Arscott
Betty Jane Daniel
Kay Shuler Davis
Rebecca Shapard Garrison
Sarah Ann Jeannette
Nina Elizabeth Johnson
Marian Smith Rogers
Mary Virginia Rose
Patricia Moore Sims
Marion Gene Stallworth
Cynthia Parrott Trobaugh
Angela Williams

ELECTED TO DELTA OMICRON

Priscilla Allen
Doris Evelyn Beam
Joanna Brooks
Ruby Marlene Broome
Dawn Stewart Chappell
Judith Ray Crotts
Kathryn Anne Oehler
Carol Virginia Robinson

Summary Of Enrollment

1961-1962

Senior Class	83	
Junior Class	101	
Sophomore Class	145	
Freshman Class	187	
Full-time Non-degree	2	
Evening College (College Credit Students)	202	
Total regular session		720
Summer Session 1961		118
Total Students Enrolled		838

Roster Of Students, 1962-1963

As of August 1, 1962

Abel, Nancy Fleming	Columbia, S. C.	Sr.
Abernethy, Elizabeth	Belmont, N. C.	Fr.
Abernethy, Lois Owen	Winston-Salem, N. C.	Soph.
Adams, Nancy Matilda	Bristol, Va.	Jr.
Adams, Sarah Louise	Fuquay Springs, N. C.	Soph.
Addington, Virginia	Bluefield, W. Va.	Sr.
Albritton, Jean Nesbitt	Montgomery, Ala.	Jr.
Aldrich, Ann Dunn	Atlanta, Ga.	Jr.
Alexander, Sarah Vance	Ridgewood, N. J.	Fr.
Alexander, Sylvia Frances	Charlotte, N. C.	Soph.
Allen, Barbara Ann	Tampa, Fla.	Soph.
Allen, Miriam Mundy	Spartanburg, S. C.	Sr.
Allen, Priscilla Ann	Blackshear, Ga.	Jr.
Allison, Janet Herring	Rose Hill, N. C.	Sr.
Allred, Joanna	Dunn, N. C.	Fr.
Anderson, Grace Isabel	Burlington, N. C.	Fr.
Anderson, Rela Elizabeth	Pensacola, Fla.	Jr.
Anderson, Virginia Kent	Marietta, Ga.	Jr.
Andrew, Nancy Perry	Charlotte, N. C.	Sr.
Armiger, Susan Eleanor	Chevy Chase, Md.	Fr.
Arnette, Linda Carol	Dillon, S. C.	Soph.
Ashworth, Diana Jane	Charlotte, N. C.	Jr.
Atkins, Katherine Crowell	Charlotte, N. C.	Sr.
Atkinson, Helen Burwell	Reidsville, N. C.	Soph.

Bagnal, Alice Lucinda	Statesville, N. C.	Jr.
Badgett, Marian Shaw	Charleston, W. Va.	Soph.
Baker, Grace Jordan	Washington, D. C.	Jr.
Ball, Susan Lynn	Purcellville, Va.	Soph.
Ballentine, Rebecca Lee	Easley, S. C.	Soph.
Barker, Sue Summey	Kansas City, Mo.	Fr.
Barlow, Emma Patricia	Pocatello, Idaho	Soph.
Barrier, Ellen	Atlanta, Ga.	Soph.
Basten, Narcissa Elizabeth	Lynchburg, Va.	Fr.
Bates, Ruth Daniel	Orlando, Fla.	Fr.
Bayley, Lucinda Hope	Baltimore, Md.	Jr.
Beard, Dianne Delorious	Roanoke, Va.	Fr.
Beckett, Jane Ellen	Huntington, W. Va.	Jr.
Bennett, Elizabeth Whitney	Winter Park, Fla.	Fr.
Bergstrom, Sigrid Frances	Maitland, Fla.	Fr.
Berry, Judith Ann	Richmond, Va.	Soph.
Berry, Kathleen McNair	Union, S. C.	Fr.
Beverley, Barbara Grace	Huntington, W. Va.	Soph.
Bishopric, Lucy Allison	Greenwich, Conn.	Soph.
Blackney, Henrietta Redfern	Charlotte, N. C.	Jr.
Blackwelder, Brenda Carole	Charlotte, N. C.	Sr.
Blodgett, Carole Ann	Ridgewood, N. J.	Fr.
Blount, Rebecca Ann	Bartow, Fla.	Soph.
Boggs, Charlene Cranford	Jacksonville, Fla.	Fr.

Boggs, Margaret Stuart	Hazard, Ky.	Soph.
Booze, Rebecca Anne	Buchanan, Va.	Fr.
Bowers, Margaret Nichols	Morganton, N. C.	Jr.
Boyd, Carol Ann	Richmond, Va.	Soph.
Braman, Emily Tilton	New Haven, Conn.	Soph.
Brewer, Eleanor Vivian	Marshville, N. C.	Fr.
Briggs, Dorothy Anne	Coral Gables, Fla.	Soph.
Briggs, Eleanor Green	Charlotte, N. C.	Sr.
Bright, Anne Carrington	Cobham, Va.	Jr.
Browder, Emily Sue	Wallace, N. C.	Soph.
Brown, Claudette Yount	Morganton, N. C.	Soph.
Brown, Constance Elaine	Drexel Hill, Pa.	Soph.
Brown, Doris Jean	Mooresville, N. C.	Sr.
Brown, Jo Ann	Huntersville, N. C.	Soph.
Brown, Katherine LaVerne	Macon, Ga.	Jr.
Brown, Mary Carolyn	Orlando, Fla.	Soph.
Brown, Sandra Leigh	Port St. Joe, Fla.	Fr.
Browne, Kathryn Diane	Maitland, Fla.	Soph.
Browning, Joan Metts	Greenwood, S. C.	Fr.
Buchan, Elizabeth Austin	Mullins, S. C.	Fr.
Buice, Bebe Patricia	Coral Gables, Fla.	Fr.
Bullock, Vivian Anne	Georgetown, S. C.	Jr.
Burch, Virginia Lee	Lake City, S. C.	Soph.
Burdett, Anne Shaw	Falls Church, Va.	Fr.
Burgess, Bonnie Beth	Greenville, S. C.	Fr.
Burgin, Caroline Neely	Lincolnton, N. C.	Jr.
Burleson, Susan Starr	Beckley, W. Va.	Soph.
Burn, Juliet Lynn	Marietta Ga.	Soph.
Burnie, Valerie Anitra	Natchez, Miss.	Sr.
Burton, Eugenia Hargrave	Suffolk, Va.	Fr.

Cahoon, Anita McIlhenny	Washington, N. C.	Sr.
Calhoun, Joan Louise	Charleston, W. Va.	Jr.
Caligan, Osra Lynn	Greenville, S. C.	Fr.
Cameron, Marion Carole	Seoul, Korea	Soph.
Camicia, Caren Reve	Holden, W. Va.	Jr.
Camlin, Sheila Sue	Georgetown, S. C.	Sr.
Campbell, Mary Pauline	Rowland, N. C.	Sr.
Campbell, Mary Ramelle	Charlotte, N. C.	Soph.
Cannon, Gail Meredith	Orlando, Fla.	Fr.
Cannon, Susan Hall	Charlotte, N. C.	Fr.
Carpenter, Brenda Lee	Cherryville, N. C.	Sr.
Carroll, Lodessa Davis	Charlotte, N. C.	Sr.
Carter, Betty Hastings	Charlotte, N. C.	Fr.
Carter, Nancy Edwards	Charlotte, N. C.	Jr.
Cash, Sandra	Winter Park, Fla.	Soph.
Cason, Sally Jackson	Murfreesboro, Tenn.	Sr.
Causey, Ruth Misenheimer	Davidson, N. C.	Jr.
Cauthen, Cynthia Frances	Summerville, S. C.	Fr.
Cecil, Constance Lynn	Spartanburg, S. C.	Fr.
Cellar, Lillian Georgette	Jacksonville, Fla.	Jr.
Chalfant, Mary Lynne	Welch, W. Va.	Soph.

Challen, Erin Gary	Memphis, Tenn.	Fr.
Challen, Sue Gary	Memphis, Tenn.	Jr.
Chappell, Dawn Stewart	Winston-Salem, N. C.	Sr.
Chatham, Kathryn Ward	Greenville, S. C.	Fr.
Chenault, Katherine Hart	Lexington, Ky.	Fr.
Chostner, Nancy	Greensboro, N. C.	Jr.
Christenbery, Ruth Burke	Charlotte, N. C.	Soph.
Christian, LaVerne Kay	Welch, W. Va.	Soph.
Churchill, Diana Randall	Atlanta, Ga.	Jr.
Clark, Helen Hodges	Sheffield, Ala.	Soph.
Clement, Judith Johanna	Morris Plains, N. J.	Fr.
Cline, Sandra Lynch	Hickory, N. C.	Soph.
Clotfelter, Alicia Margie	Marietta, Ga.	Soph.
Clotfelter, Nancy Northcutt	Marietta, Ga.	Jr.
Coffey, Darla Jim	Charlotte, N. C.	Soph.
Coiner, Patricia Anne	Charlotte, N. C.	Soph.
Cole, Carol Diane	Coral Gables, Fla.	Fr.
Collins, Margery Laurette	Wilmington, Del.	Soph.
Conger, Elizabeth Arlene	Moultrie, Ga.	Fr.
Connell, Nancy Jane	Charlotte, N. C.	Soph.
Conner, Anita Mae	Lancaster, Va.	Fr.
Cooke, Dorothy Anne	Gastonia, N. C.	Jr.
Cooper, Joanne	Charlotte, N. C.	Sr.
Corlew, Nancy Paula	Tampa, Fla.	Fr.
Cox, Jo Alice	Memphis, Tenn.	Jr.
Cox, Patricia Ann	Charlotte, N. C.	Soph.
Crafton, Pamela	Blytheville, Ark.	Soph.
Creel, Rosalyn Annette	Charlotte, N. C.	Sr.
Creem, Dorothy Elizabeth	Pinehurst, N. C.	Fr.
Crevensten, Helen Biddle	Charlotte, N. C.	Sr.
Crickmer, Janet Hope	Bluefield, W. Va.	Sr.
Crotts, Judith Ray	Charlotte, N. C.	Sr.
Crouse, Patricia Leigh	Charlotte, N. C.	Jr.
Culbreth, Constance Liles	Raeford, N. C.	Soph.
Currie, Catherine McArthur	Charlotte, N. C.	Sr.

Daley, Mary Susan	Charleston, W. Va.	Fr.
Dalton, Laura Elizabeth	Spindale, N. C.	Soph.
DaVega, Susan Cochrane	Columbia, S. C.	Soph.
Davies, Geralda Margaret	Sarasota, Fla.	Fr.
Davis, Catharine Hayes	Ruxton, Md.	Soph.
Davis, Jean Louise	Charlotte, N. C.	Jr.
Davis, Kay Shuler	Quincy, Fla.	Sr.
Davis, Nathalie Hall	Sarasota, Fla.	Fr.
Davis, Victoria Anne	West Palm Beach, Fla.	Fr.
Dawkins, Florence Fontaine	Jacksonville, Fla.	Fr.
Dawsey, Katharyn Craven	Chapel Hill, N. C.	Fr.
Deahl, Ann Lamar	Kenilworth, Ill.	Jr.
Deane, Nancy Howe	Safety Harbor, Fla.	Fr.
Deaton, Mary Amelia	Statesville, N. C.	Jr.
Dedman, Rainsford Dubose	Devon, Pa.	Jr.
Dekle, Lettie Lee	Perry, Fla.	Jr.

DeWitt, Mary Diane	Lake City, S. C.	Fr.
DeWitt, Nancy Lee	Ellerbe, N. C.	Sr.
Diamaduros, Joan George	Charlotte, N. C.	Jr.
Dickie, Sheila Marlene	Wilmington, N. C.	Fr.
Dickinson, Petra Jane	Jacksonville Beach, Fla.	Sr.
Dillon, Caroline Worth	Elkin, N. C.	Fr.
Dobbs, Ann Petrie	Huntington, W. Va.	Soph.
Dorrier, Nancy Lee	Old Hickory, Tenn.	Fr.
Dossenbach, Judith Ann	Sanford, N. C.	Soph.
Dozier, Ann Ware	West Point, Va.	Soph.
Duckworth, Peggy Angela	Charlotte, N. C.	Soph.
Dukes, Florence Stanard	Mobile, Ala.	Soph.
Durham, Margaret Doris	East Point, Ga.	Soph.
Dyer, Sue	Atlanta, Ga.	Jr.

Earnest, Ann Markee Gibson	Wise, Va.	Fr.
Earnhardt, Susan Ann	Kingsport, Tenn.	Soph.
Eason, Ann	Clarkesburg, W. Va.	Jr.
Eastham, Sally Anne	Midland, Texas	Soph.
Eddleston, Karen Ruth	Fall River, Mass.	Fr.
Edens, Peggy Ann	Lumberton, N. C.	Fr.
Edge, Charlotte Virginia	Memphis, Tenn.	Fr.
Emery, Judith Lee	Ridgewood, N. J.	Soph.
Estes, Linda Ray	Alturas, Fla.	Fr.
Eubanks, Rosanne	Atlanta, Ga.	Sr.
Evans, Sula Anne	Jacksonville, Fla.	Sr.
Ewing, Deanna Rawlings	Clearwater, Fla.	Sr.

Farrar, Linda Elizabeth	Mount Holly, N. C.	Sr.
Farrior, Helen Anne	Wallace, N. C.	Fr.
Fernandez, Arna Victory	Alexandria, Va.	Soph.
Finck, Judith Ann	West Hartford, Conn.	Soph.
Finlayson, Louise Butler	Charlotte, N. C.	Soph.
Fitzpatrick, Jane Louise	Macon, Ga.	Fr.
Fleming, Suzanne Louise	Clearwater, Fla.	Soph.
Flora, Mary Ellen	Martinsville, Va.	Fr.
Folk, Linda Ann	Pensacola, Fla.	Soph.
Foster, Kathryn Elizabeth	Atlanta, Ga.	Fr.
Fowler, Hettie Kennedy	Union, S. C.	Fr.
Franklin, Vickie Northcutt	Marietta, Ga.	Fr.
Fraser, Katherine Monica	Jacksonville, Fla.	Soph.
Freeman, Alice Jeanne	Fort Mill, S. C.	Sr.
Freeman, Renate Elizabeth	Barrett, W. Va.	Jr.
Frick, Marjorie Janette	Tampa, Fla.	Fr.
Fuehrer, Elizabeth Louise	Coopersburg, Pa.	Fr.
Funderburk, Ruth Diane	Matthews, N. C.	Jr.

Gabb, Susan Palmer	Richmond, Va.	Sr.
Gammon, Jane	Bristol, Va.	Jr.
Garland, Louisa Anne	Decatur, Ga.	Jr.
Garraway, Julia Elizabeth	Marianna, Fla.	Soph.
Garraway, Mary Evelyn	Marianna, Fla.	Fr.

Garrison, Rebecca Shapard	Moultrie, Ga.	Sr.
Gaulding, Charlotte Ann	Charlotte Court House, Va.	Jr.
Gay, Marcia Irvine	Charlotte, N. C.	Sr.
Gentry, Laura Nell	Shelby, N. C.	Fr.
Giberson, Trudy Joan	Ft. Lauderdale, Fla.	Soph.
Gilman, Roberta Houston	Matthews, N. C.	Non-degree
Gilstrap, Carol Jay	Atlanta, Ga.	Soph.
Gittings, Roberta Louise	Jacksonville, Fla.	Jr.
Glover, Jane Porter	Marietta, Ga.	Soph.
Goodlett, Gail Wright	Greenville, S. C.	Fr.
Goodson, Barbara Ann	Hartsville, S. C.	Fr.
Gosline, Mary Jane	Charlotte, N. C.	Sr.
Graham, Cornelia McDonald	Charlotte, N. C.	Jr.
Grantham, Jean Lovett	Red Springs, N. C.	Fr.
Gray, Donna Fay	Mobile, Ala.	Fr.
Gray, Judith Connie	Ponte Vedra, Fla.	Jr.
Grebe, Pamela Ann	Falls Church, Va.	Fr.
Greear, Elizabeth Jean	Marion, Va.	Jr.
Green, Julia Elizabeth	Orlando, Fla.	Sr.
Grieve, Carol Porter	Waterbury, Conn.	Jr.
Griffin, Mary Jane	Bristol, Tenn.	Fr.
Grimsley, Judith Bernice	Matthews, N. C.	Jr.
Gum, Sandra Lee	Staunton, Va.	Fr.
Hale, Mary Lee	Greenwood, Va.	Sr.
Hales, Susan Rebecca	Arlington, Va.	Soph.
Haley, Joan Eleanor	Arlington, Va.	Fr.
Hallman, Elizabeth Diane	Greenville, S. C.	Jr.
Hallock, Kathie Sara	Teaneck, N. J.	Soph.
Halward, Gerry Janet	Statesville, N. C.	Fr.
Hancock, Teresa Gilham	Marietta, Ga.	Fr.
Harbison, Scott Robinson	Charlotte, N. C.	Jr.
Hardee, Carolyn Purdie	Dunn, N. C.	Soph.
Harding, Donna Elizabeth	Belmont, N. C.	Fr.
Harrington, Sara Irene	Decatur, Ga.	Sr.
Harris, Linda Leete	Charlotte, N. C.	Jr.
Harrison, Mary Elizabeth	Salisbury, N. C.	Soph.
Hart, Sarah Stevens	Washington, D. C.	Soph.
Harvey, Carol Lawrence	Smyrna, Tenn.	Fr.
Hastings, Sylvia LaMarr	Charlotte, N. C.	Jr.
Hatch, Alden Elwell	Convent Station, N. J.	Fr.
Havron, Martha Ann	Falls Church, Va.	Fr.
Heeseman, Elizabeth Brantley	Charlotte, N. C.	Soph.
Hefner, Judith Honeycutt	Charlotte, N. C.	Jr.
Heinz, Joanne Candler	Atlanta, Ga.	Fr.
Henderson, Alice Vaiden	Goldsboro, N. C.	Jr.
Hendricks, Jo Anne	Coral Gables, Fla.	Fr.
Henriquez, Narda Zoila	Lima, Peru	Jr.
Herring, Lynda Isabel	Snow Hill, N. C.	Soph.
Hess, Jean Douglas	Allentown, Pa.	Soph
Hewett, Frances Dianne	Shallote, N. C.	Fr
High, Judith Ann	Atlanta, Ga.	Soph.
Hightower, Helen Kay	Clifton, N. J.	Soph.

Hill, Helen Holmes	Talladega, Ala.	Soph.
Hill, Pearl Elizabeth	Charlotte, N. C.	Sr.
Hinson, Mary Lee	Charlotte, N. C.	Sr.
Hodges, Celeste Hill	Mobile, Ala.	Fr.
Hoecke, Christine Allen	N. Attleboro, Mass.	Soph.
Holladay, Glenina Kirkland	Burlington, N. C.	Jr.
Holland, Nancy Anna	Bartow, Fla.	Fr.
Hollandsworth, Martha Ann	Hillsboro, N. C.	Soph.
Hollenbeck, Emily Dianne	Jacksonville, Fla.	Fr.
Holliday, Mary	Charlotte, N. C.	Fr.
Hollingsworth, Katy Conner	Charlotte, N. C.	Jr.
Hollingsworth, Margaret Elaine	Tampa, Fla.	Jr.
Holmead, Anne Hilton	Silver Spring, Md.	Sr.
Hook, Elisabeth Johnson	Cheraw, S. C.	Sr.
Howe, Martha Jane	Belmont, N. C.	Soph.
Huguelet, Joan Denise	Signal Mountain, Tenn.	Fr.
Hulyalkar, Nalini Sharikrishna	Maharastra, India	Soph.
Hunsberger, Ann	Tampa, Fla.	Jr.
Hunter, Jean McEwen	Mint Hill, N. C.	Jr.
Hunter, Joanne	Charlotte, N. C.	Soph.
Hunter, Rachel Mildred	Newberry, S. C.	Jr.
Hutchins, Elizabeth Erwin	Morganton, N. C.	Sr.
Hutton, Jane Fowler	Memphis, Tenn.	Fr.

Ingram, Charlotte Douglas	Cheraw, S. C.	Soph.
Ingram, Sloan Lentz	Cheraw, S. C.	Sr.
Issacson, Judith Irna	Washington, D. C.	Soph.
Ives, Virginia Louise	Signal Mountain, Tenn.	Soph.

Jackson, Susanne	Cheraw, S. C.	Jr.
James, Allison	Mayesville, S. C.	Jr.
James, Frances Keller	Union, S. C.	Soph.
James, Harriet	Madison, N. J.	Jr.
James, Susan Lindsey	Clarksburg, W. Va.	Soph.
Jamison, Julia Ward	Collierville, Tenn.	Fr.
Jeffreys, Sally Jean	Monroe, N. C.	Sr.
Jenkins, Doris Alexander	Columbia, S. C.	Soph.
Johnson, Claudia Evelyn	Jacksonville, Fla.	Jr.
Johnson, Mary Ann	Kannapolis, N. C.	Soph.
Johnson, Mary Rebecca	Prince Frederick, Md.	Jr.
Johnson, Nina Elizabeth	Smithfield, N. C.	Sr.
Johnson, Paula Anne	Benson, N. C.	Fr.
Johnson, Susan Ella	Beckley, W. Va.	Non-degree
Jones, Judith Ann	Canton, N. C.	Sr.
Jones, Polly Francille	Florence, Ala.	Fr.
Jordan, Patricia Kerr	Charlotte, N. C.	Jr.
Judd, Eleanor Sue	Richmond, Va.	Soph.
Judd, Janet Elizabeth	Richmond, Va.	Sr.

Karagianni, Basiliki Peter	Charlotte, N. C.	Non-degree
Keefer, Carolyn Josephine	Coral Gables, Fla.	Fr.
Kenney, Mary Pauline	Moultrie, Ga.	Fr.

Kersey, Gail Dorothy	Gates Mills, Ohio	Fr.
Kilner, Meriam Fowler	Charlotte, N. C.	Sr.
Kilpatrick, Carol Leslie	Pembroke, N. C.	Fr.
King, Carolyn Snyder	Charleston, W. Va.	Jr.
Kirkman, Helen Moritz	Charlotte, N. C.	Soph.
Kirkner, Nancy Nelson	Charlotte, N. C.	Fr.
Knott, Ann Elaine	Winston-Salem, N. C.	Fr.

Laine, Mary Ellen	Wayne, Pa.	Fr.
Lamb, Martha Hardy	Charleston, W. Va.	Jr.
Lander, Mary Lu	Charlotte, N. C.	Sr.
Lane, Mary Ellen	Tampa, Fla.	Fr.
Lanehart, Sandra Verner	Bartow, Fla.	Jr.
Lang, Sharon Kay	Bartow, Fla.	Jr.
Larson, Carol Jean	Charlotte, N. C.	Sr.
Lawall, Carolyn Harriet	Ridgewood, N. J.	Jr.
Lawther, Jane Wyatt	Wilmington, N. C.	Jr.
Lawyer, Sara Ann	Jacksonville, Fla.	Soph.
Learned, Josephine Kalb	Memphis, Tenn.	Soph.
Lee, Jeanette	Bayside, Long Island, N. Y.	Soph.
Lefler, Brenda Ann	Shelby, N. C.	Fr.
Lefler, Sarah Whitley	Charlotte, N. C.	Non-degree
Lightbody, Karen Lee	Dalton, Ga.	Fr.
Ligon, Sara Anne	Greenville, S. C.	Fr.
Lindsey, Ann Ward	New York, N. Y.	Fr.
Linebaugh, Sallie India	Tampa, Fla.	Fr.
Litaker, Linnea Ruth	Concord, N. C.	Jr.
Little, Abby Ethel	Cornelia, Ga.	Soph.
Lowder, Joyce Ann	Albemarle, N. C.	Jr.
Lucas, Virginia May	Old Bridge, N. J.	Jr.
Lyerly, Elizabeth McCollum	Dallas, N. C.	Sr.

McAnge, Mary Louise	Bristol, Tenn.	Fr.
McCollough, Meredith	Butler, Pa.	Soph.
McCormac, Jonnie Flynn	Dillon, S. C.	Sr.
McCormick, Carol Ann	Hollywood, Fla.	Fr.
McCormick, Patricia Ann	Winston-Salem, N. C.	Fr.
McCubbin, Joyce Marie	Campbellsville, Ky.	Sr.
McDaniel, Martha Sue	Bristol, Tenn.	Soph.
McDonald, Lois Elizabeth	Atlanta, Ga.	Fr.
McDow, Jane LaBelle	Wetumpka, Ala.	Soph.
McDowall, Claudia Ann	Fayetteville, N. C.	Jr.
McGarity, Marilyn Mackey	Charlotte, N. C.	Sr.
McGinnis, Anne Westbrook	Tampa, Fla.	Fr.
McGrath, Ann Eads	Louisville, Ky.	Jr.
McGuire, Margaret Elaine	Winston-Salem, N. C.	Fr.
McKee, Agnes Mooring	Charlotte, N. C.	Sr.
McKee, Daphene Connelly	Charlotte, N. C.	Jr.
McKinnon, Margaret Begg	Knoxville, Tenn.	Soph.
McKinstry, Suzanne Gordon	Louisville, Ky.	Fr.
McLaughlin, Anne Niven	Waxhaw, N. C.	Jr.
McLeod, Nancy Pope	Coral Gables, Fla.	Fr.

McLeod, Sarah Marshall	Delray Beach, Fla.	Fr.
McMillen, Gail Eileen	Lynchburg, Va.	Fr.
McMullen, Della Jane	Clearwater, Fla.	Jr.
McMullen, Helen Marie	Tampa, Fla.	Soph.
McNairy, Betti Lynn	Greensboro, N. C.	Fr.
McPhaul, Shirley Ann	Red Springs, N. C.	Fr.

Mack, Frieda Jane	Richmond, Va.	Fr.
Mackall, Nancy Taylor	Washington, D. C.	Soph.
MacKay, Marian Elizabeth	Birmingham, Ala.	Fr.
Mackintosh, Linda Lu	Burlington, N. C.	Soph.
MacRae, Suzanne Haynes	Mt. Gilead, N. C.	Sr.
Madden, Lynda Kay	Dublin, Ga.	Fr.
Mann, Barbara Joyce	Johnson City, Tenn.	Fr.
Manus, Carol Phyllis	Huntington, W. Va.	Fr.
Marks, Alice Wingo	Wilmington, N. C.	Sr.
Marquette, Betty Conlee	Charlotte, N. C.	Soph.
Marsh, Elizabeth Lambeth	Fairfax, Va.	Jr.
Martin, Linda Ann	Charlotte, N. C.	Sr.
Mathews, Claudia L.	Chattanooga, Tenn.	Fr.
Matthieu, Janice Evelyn	Greensboro, N. C.	Fr.
Mayfield, Mary Nancy	Charlotte, N. C.	Sr.
Mays, Francis Marion	Atlanta, Ga.	Jr.
Medlock, Janice Marie	Milan, Tenn.	Fr.
Meredith, Pamela	Graham, N. C.	Fr.
Methfessel, Alice Helen	Westfield, N. J.	Jr.
Metzner, Marilyn	Charlotte, N. C.	Soph.
Miller, Margaret Lee	Charlotte, N. C.	Sr.
Miller, Patricia Ann	Baltimore, Md.	Fr.
Millett, Mary Jo	Knoxville, Tenn.	Soph.
Millock, Nancy Lee	Fall River, Mass.	Sr.
Milton, Frances	Atlanta, Ga.	Jr.
Milton, Susan Louise	Jacksonville, Fla.	Fr.
Minch, Jenifer Elizabeth	Montgomery, Ala.	Fr.
Mitchell, Rosalyn Hazelhurst	LaGrange, Ga.	Fr.
Monckton, Caroline Ruth	Charlotte, N. C.	Sr.
Moore, Bethany Ann	Miami, Fla.	Soph.
Moore, Sue Cameron	Jacksonville, Fla.	Soph.
Morrow, Diana Lee	Charlotte, N. C.	Sr.
Morton, Nancy Clark	Slab Fork, W. Va.	Soph.
Mullen, Donna Sue	Lincolnton, N. C.	Fr.
Murfee, Margaret Porter	Prattville, Ala.	Soph.
Myers, Bonnie Elizabeth	Salisbury, N. C.	Jr.
Myers, Elizabeth Gaylord	Charlotte, N. C.	Jr.

Neal, Katherine Williamson	Graham, N. C.	Soph.
Nichols, Helene	Swannanoa, N. C.	Sr.
Nisbet, Maywood Mallard	Atlanta, Ga.	Sr.

Odiorne, Elizabeth McFaddin	Columbia, S. C.	Sr.
Oehler, Kathryn Anne	Shelby, N. C.	Jr.
Oelsner, Carroll Linka	Locust Valley, Long Island, N. Y.	Soph.

O'Neal, Susan Gayle	Tampa, Fla.	Soph.
Ong, Dorothy Lillian	Mendham, N. J.	Jr.
O'Rourke, Sally Ann	Charlotte, N. C.	Fr.
Overton, Rayena Jean	Charlotte, N. C.	Jr.
Owens, Sheryl Ann	Park River, N. Dak.	Fr.

Palmer, Carolyn Page	Hickory, N. C.	Fr.
Palmer, Mary Anne	Asheville, N. C.	Fr.
Pamplin, Janice Hughes	Bartow, Fla.	Soph.
Pankey, Anne Porter	Coral Gables, Fla.	Soph.
Parsons, Ellen R.	West Palm Beach, Fla.	Fr.
Parsons, Sarah	Wytheville, Va.	Jr.
Patrick, Rachel Elizabeth	College Park, Ga.	Sr.
Patterson, Nancy Anne	Valdosta, Ga.	Sr.
Patterson, Sallie Susanne	Seneca, S. C.	Sr.
Peebles, Barbara Floy	Greenville, S. C.	Fr.
Peoples, Althea Ann	Huntington, W. Va.	Fr.
Peper, Pamela Susan	Middlebury, Conn.	Jr.
Pepi, Eleanor Pinne	Columbus, Ohio	Fr.
Per-Lee, Mary Lovette	Arlington, Va.	Fr.
Peterson, Gail Markham	Chevy Chase, Md.	Soph.
Peterson, Michele	Pittsburgh, Pa.	Soph.
Petrea, Doris Marie	Durham, N. C.	Soph.
Phifer, Mary Ann	Statesville, N. C.	Fr.
Phillips, Martha Faye	Winston-Salem, N. C.	Soph.
Pierce, Joan Grainger	Charlotte, N. C.	Sr.
Pierce, Phoebe Jane	Miami, Fla.	Sr.
Pierce, Shirley Ann	Richmond, Va.	Fr.
Pinckney, Margaret Allen	Aiken, S. C.	Soph.
Pollard, Sara Ethel	Kingsport, Tenn.	Soph.
Poot, Mary Louise	New Bern, N. C.	Fr.
Porter, Janet Harris	Birmingham, Ala.	Jr.
Porterfield, Mary Ann	Burlington, N. C.	Sr.
Powell, Bettianne	Rock Hill, S. C.	Fr.
Powell, Joan Hamilton	Charlotte, N. C.	Sr.
Powers, Virginia McLeod	Marion, S. C.	Soph.
Prado, Cynthia Marsyl	Jacksonville, Fla.	Fr.
Prevette, Jeannette Cecelia	Wilkesboro, N. C.	Jr.
Price, Patricia Ann	Newberry, S. C.	Soph.
Prince, Carol Patricia	Charlotte, N. C.	Soph.
Prince, Suzanne	Charlotte, N. C.	Jr.
Privette, Linda Lucille	Charlotte, N. C.	Soph.

Quick, Mary Ellen	Charleston, W. Va.	Sr.
Quillen, Nancy Ann	Matthews, N. C.	Sr.

Rainwater, Kathleen Joyce	Florence, S. C.	Jr.
Rankin, Monica Montgomery	Beaufort, S. C.	Fr.
Rathbun, Alexandra Margaret	Asheville, N. C.	Fr.

Reed, Katherine Ann	Greenville, S. C.	Fr
Reese, Anne Carolyn	Wichita Falls, Texas	Fr.
Regitko, Ruth Caroline	Jacksonville, Fla.	Fr.
Rentz, Carolyn Baker	Reidsville, N. C.	Sr.
Rice, Elizabeth Anne	Jacksonville, Fla.	Jr.
Richards, Cora Jane	Charlotte, N. C.	Jr.
Riepei, Eleanor Thomas	Charlotte Court House, Va.	Fr.
Ritchie, Martha Ann	Georgetown, S. C.	Sr.
Rivers, Mary Elizabeth	Chesterfield, S. C.	Sr.
Roberts, Betty Louise	Shelby, N. C.	Fr.
Roberts, Margaret	Chester, S. C.	Fr.
Robertson, Elizabeth Breckinridge	Frederick, Md.	Jr.
Robertson, Priscilla Anne	Wilson, N. C.	Jr.
Robinette, Anne Marie	Bristol, Tenn.	Fr.
Robinson, Carol Virginia	Arkadelphia, Ark.	Jr.
Robinson, Joy Elaine	Charlotte, N. C.	Non-degree
Rogan, Mary Margaret	Rogersville, Tenn.	Soph.
Rogers, Gail Annette	Jacksonville, Fla.	Fr.
Rowe, Charlotte Corinne	Charlotte, N. C.	Soph.
Royal, April Elaine	Clinton, N. C.	Jr.
Royal, Martha Tilghman	Denton, N. C.	Fr.
Ruby, Annabelle	Charlotte, N. C	Soph.
Rucker, Elizabeth Carol	Moultrie, Ga.	Jr.
Rumble, Diane Lynn	Charlotte, N. C.	Fr.
Runnels, Catherine Dunlap	Weyers Cave, Va.	Soph.
Rusk, Nancy Lee	Ridgewood, N. J.	Fr.

Safford, Christine Elissa	Lansdowne, Pa.	Jr.
Sapp, Katherine Rhett	Gramling, S. C.	Soph.
Scarborough, Lynda Alexis	Raeford, N. C.	Fr.
Schroder, Caroline Beverly	Northampton, Mass.	Fr.
Scott, Saundra Mercene	Chattanooga, Tenn.	Soph.
Scruggs, Susan Ann	Church Hill, Tenn.	Jr.
Seel, Judy Anne	Cleveland, Ohio	Soph.
Sexton, Mary Ellen	Bristol, Tenn.	Soph.
Shaffer, Ann Adams	Princeton, W. Va.	Soph.
Shell, Martha Elizabeth	Statesville, N. C.	Soph.
Shelley, Sara Carolyn	Marianna, Fla.	Sr.
Short, Janice Carolyn	Charlotte, N. C.	Jr.
Showalter, Anne Hunter	Jacksonville, Fla.	Jr.
Skinner, Susan Lynne	Sanford, Fla.	Soph.
Sledge, Elizabeth Anne	Whiteville, N. C.	Jr.
Slocum, Sue Beth	New York, N. Y.	Jr.
Smith, Elizabeth Freeman	Atlanta, Ga.	Fr.
Smith, Eloise Munson	Jenkintown, Pa.	Soph.
Smith, Leslie Ann	Arlington, Va.	Soph.
Smith, Rosemary Howard	Pulaski, Va.	Jr.
Smithdeal, Dianne	Winston-Salem, N. C.	Fr.
Snyder, Dorothy Holland	Kingsport, Tenn.	Soph.
Sommer, Margaret Ellen	Louisville, Ky.	Soph.
Sours, Frances Mae	Roanoke, Va.	Soph.
Souther, Rita	Campobello, S. C.	Jr.

Spivey, Susanne Massengale	Talladega, Ala.	Fr.
Springs, Joanna Augusta	Hickory, N. C.	Sr.
Stackhouse, Sandra Arden	Feasterville, Pa.	Soph.
Staley, Janice Demarest	Tampa, Fla.	Fr.
Stedman, Suzanne Hamilton	Charlotte, N. C.	Sr.
Stell, Patricia	St. Petersburg, Fla.	Sr.
Stiles, Caroline Lenora	Tallahassee, Fla.	Sr.
Stone, Catherine Elizabeth	Charlotte, N. C.	Soph.
Stone, Clelia Kathleen	Charleston, S. C.	Soph.
Stone, Katherine Elizabeth	Charlotte, N. C.	Soph.
Stores, Patricia Iola	Fernandina Beach, Fla.	Soph.
Strickland, Ann Corbin	Gastonia, N. C.	Soph.
Stringfellow, Edith	Chester, S. C.	Fr.
Stroud, Brenda Laetitia	Richmond, Va.	Fr.
Stroupe, Cynthia Kay	Shaker Heights, Ohio	Jr.
Sturgis, Mary Anne	Nassawadox, Va.	Fr.
Sullivan, Dianne Rue	Altadena, Calif.	Fr.
Sutherland, Ann	Easley, S. C.	Sr.
Swain, Martha Suzanne	Landis, N. C.	Sr.
Swart, Jean Harkness	Tenafly, N. J.	Soph.

Tannhauser, Mary Elizabeth	Bethesda, Md.	Fr.
Tatistcheff, Marsha Alexis	New York, N. Y.	Fr.
Taylor, Jane Ann	Morganton, N. C.	Soph.
Temples, Julianne	Jacksonville, Fla.	Fr.
Thayer, Marjorie Ann	Brunswick, Me.	Soph.
Thomas, Elizabeth Lee	Walterboro, S. C.	Sr.
Thompson, Julia Arlene	Burlington, N. C.	Soph.
Thompson, Mae Elizabeth	Goldsboro, N. C.	Jr.
Thompson, Sarah Drake	Maxton, N. C.	Fr.
Thompson, Susan Jane	Tallahassee, Fla.	Soph.
Thornburg, Madge Lynn	Charleston, W. Va.	Fr.
Tilghman, Kitty Anne	Marion, S. C.	Soph.
Toler, Martha Randolph	Richmond, Va.	Fr.
Tolley, Fidelia Ellen	Lexington, Va.	Jr.
Tompkins, Marian Beth	Aiken, S. C.	Fr.
Tonning, Susan Gail	Ridgewood, N. J.	Sr.
Tovey, Veronica Leigh	Concord, N. H.	Soph.
Toynton, Dorothy Claire	West Palm Beach, Fla.	Fr.
Trickett, Sandra Sue	Mt. Clemens, Mich.	Sr.
Trivette, Jane	Laurel Hill, N. C.	Jr.
Tyler, Mary Gardiner	Charles City, Va.	Soph.
Tyler, Patricia Ann	Richmond, Va.	Fr.
Tyson, Margaret Smith	Charlotte, N. C.	Sr.

Untz, Judy Bright	Charlotte, N. C.	Soph.
Upson, Beatrice Thomas	Atlanta, Ga.	Soph.
Urban, Sara Jane	Aiken, S. C.	Fr.

Valloton, Susan Maxwell	Augusta, Ga.	Fr.
Vance, Lynn Scroggs	Canton, N. C.	Jr.
Vann, Cary Alden	Norfolk, Va.	Fr.

Van Sciver, Margaret Ruth	Charlotte, N. C.	Fr.
Vickers, Anne Hunter	Spartanburg, S. C.	Soph.
von Weller, Catherine Wallace	Atlantic Beach, Fla.	Fr.
Voorhees, Anne Duffee	Charleston. W. Va.	Fr.
Wagner, Mary Kaye	Statesville, N. C.	Sr.
Wall, Michele Josette	Charlotte, N. C.	Soph.
Walston, Ida Ruth	Wilson, N. C.	Soph.
Walters, Margaret Marion	Greenwood, S. C.	Soph.
Ward, Judith Irene	Charlotte, N. C.	Sr.
Waters, Martha Lucille	Raleigh, N. C.	Jr.
Watkins, Cynthia Gholson	Oxford, N. C.	Fr.
Watson, Carol Devlin	Greenwood, S. C.	Fr.
Watson, Martha Warren	Greensboro, N. C.	Jr.
Wedemeyer, Dolores M.	Fayetteville, N. C.	Soph.
Weldon, Camela Underhill	Watchung, N. J.	Jr.
Wellens, Mary Sue	Washington, D. C.	Fr.
Wells, Brenda	Farmville, Va.	Fr.
Wells, Jane McSherry	Raleigh, N. C.	Jr.
Wenham, Pamela James	Rome, Ga.	Sr.
Wertz, Janice Anne	Estill, S. C.	Fr.
Westmoreland, Julia Erwin	Charlotte, N. C.	Sr.
White, Barbara Ruth	Black Mountain, N. C.	Soph.
Whiteside, Mary Carolyn	Atlanta, Ga.	Sr.
Whitfield, Rebecca Talbot	Moultrie, Ga.	Soph.
Whitley, Mary Elizabeth	Concord, N. C.	Fr.
Wicker, Jane Marie	Southern Pines, N. C.	Fr.
Williams, Angela	Moncks Corner, S. C.	Sr.
Williams, Catherine Cecelia	Wyncote, Pa.	Sr.
Williamson, Sally McGregor	Columbia, S. C.	Sr.
Willis, Meta Little	Aiken, S. C.	Fr.
Wilson, Betty Anne	Winston-Salem, N. C.	Fr.
Wilson, Jean Baldwin	Blythewood, S. C.	Soph.
Wilson, Johnna Claire	West Memphis, Ark.	Soph.
Wilson, Mary Love	Charlotte, N. C.	Sr.
Winders, Martha Emmie	Kingsport, Tenn.	Soph.
Winfree, Jo Ann	Raleigh, N. C.	Sr.
Wirwille, Rose Lucinda	Columbia, S. C.	Fr.
Womack, Lucie Alexander	Watertown, Conn.	Fr.
Wood, Alline Findlay	Marietta, Ga.	Soph.
Wood, Judith Elaine	Jacksonville, Fla.	Fr.
Wright, Mildred Kathleen	Chester, S. C.	Sr.
Wyatt, Linda Clark	Signal Mountain, Tenn.	Fr.
Yandell, Nancy Annette	Charlotte, N. C.	Jr.
Young, Martha Paige	Mount Holly, N. C.	Sr.

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Arkansas	3
California	1
Connecticut	6
Delaware	1
District of Columbia	5
Florida	79
Georgia	43
Idaho	1
Illinois	1
Kentucky	6
Maine	1
Maryland	9
Massachusetts	4
Michigan	1
Mississippi	1
Missouri	1
New Hampshire	1
New Jersey	16
New York	5
North Carolina (Resident students 116; Commuting students 89)	205
North Dakota	1
Ohio	4
Pennsylvania	11
South Carolina	63
Tennessee	29
Texas	2
Virginia	46
West Virginia	25
India	1
Korea	1
Peru	1

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APPLICATION FOR ADMISSION TO QUEENS COLLEGE

(Print or type)

CHARLOTTE, NORTH CAROLINA

For session beginning

Do not fill in this space

____________ as

☐ Resident student

☐ Commuting student

I. P.	Wd.	Act.	A. F.	No.

Name ______________________________
(Last) (First) (Middle)

Home address ______________________________
(Street or rural route) (City) (State)

Telephone ____________ Date of birth ____________ Race ____________

Name of high school ____________ Month and year of graduation ____________

Principal ____________ School address ____________

Schools attended since high school graduation (include dates) ____________

____

Father's name ______________________________
(If deceased, so indicate)

Mother's name ______________________________
(If deceased, so indicate) (over)

APPLICATION TO QUEENS COLLEGE (Continued)

For session beginning

____________ Date ____________

as

☐ Resident student ☐ Commuting student

Name of applicant ______________________________

I am familiar with the financial obligations as stated in the current catalogue of Queens College and approve of this application. I enclose the application fee of ten dollars ($10) which I understand is a service charge and is non-refundable.

Signature of parent or guardian ______________________________
(or applicant if not a dependent)

Home address ______________________________
(Street, City, State)

Position and business address ______________________________

Make checks payable to Queens College. Mail application to the Director of Admissions.

(over)

Do you need financial assistance in order to attend Queens? ______________________

Do you wish to apply for a scholarship? ____________________ A loan? __________

Name of church you attend _________________________ Are you a member? ____

Minister's name ___________________________ Address ______________________

When do you plan to take the Scholastic Aptitude Test of the College Entrance Examination Board? ____

Commuting student applicants fill in the following:

Do you wish to attend on a full-time or part-time basis? ______________________

Name of husband (if married) ____________________________________